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14. ABSTRACT  This study is one component of the Special Operations Forces (SOF) Language and Culture Needs Assessment Project. The larger study consisted of 23 focus groups conducted across the SOF community and an issue-oriented web-based survey. This report provides a broad evaluation of language sustainment/enhancement training (SET) programs across the SOF community from the perspectives of SOF operators and leaders. Due to the independent management of these programs, there was variability in the evaluation results. Overall, SOF operators and leaders reported that their SET programs were moderately useful for mission success, and that the curricula were moderately relevant to language-related mission requirements. Although evaluations were generally positive, several barriers were identified by SOF operators and leaders that can compromise the effectiveness of SET. SOF operators reported sometimes being removed from language training. Also, SOF operators indicated that while SET is available, there is not enough time for operators to attend. Lastly, this report provides SOF operators and leaders suggestions for making the SET more mission-focused, including increased focus on sustaining and improving speaking and listening skills, and addition of military- and mission-focused content.					
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# **Special Operations Forces Language and Culture Needs Assessment: Sustainment/Enhancement Training (SET)**



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## EXECUTIVE SUMMARY

Sustainment/enhancement training (SET) is designed to sustain or enhance SOF operators' language capability to ensure that operators are prepared for their language-related mission requirements (USSOCOM M350-8). Findings from the *2009 Special Operations Forces (SOF) Language and Culture Needs Assessment (LCNA)* project indicate that SOF operators who attend sustainment/enhancement training (SET) programs are, in general, sustaining or enhancing their proficiency. However, this sustainment and enhancement is not leading to the capability needed by SOF operators to meet mission-related language requirements. Specifically, SOF operators who attended SET reported, on average, 50% confidence in their ability to perform language tasks on deployment without the aid of an interpreter. This indicates that even though perceived proficiency is being sustained/enhanced, that there is still a disconnect between training and mission requirements.

This report provides a broad evaluation of SET programs across the SOF community from the perspective of SOF operators and leaders. Command language program managers (CLPMs) can use this information to improve the quality of existing and future command language programs (CLPs). There can be substantial variability across SET programs due to independent management of these programs.<sup>1</sup> This presents an opportunity for programs to share lessons learned and improve their own SET programs. Specifically, this report provides an opportunity for CLPMs to see how their programs were evaluated and identify barriers that affect SET programs across the SOF community<sup>2</sup>.

SOF operators and leaders evaluated various characteristics of their training. Overall, SOF operators and leaders indicated that:

- Their SET programs were *moderately useful* for mission success
- Their SET curricula were *moderately relevant* to language-related mission requirements
- Quality of various training characteristics, including instructors, curriculum, and training environment were *good*

Although evaluations from SOF operators and leaders were positive, several barriers were identified by operators and leaders that can compromise the effectiveness of SET, or any language training program. First, both SOF operators and leaders indicated SOF operators were *sometimes* removed from language training. Furthermore, comments revealed that SET is available, but there is not enough time for operators

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<sup>1</sup> Some command/component language program managers (CLPMs) have the freedom to manage their own CLPs as long as 80% of their personnel in language billets meet or exceed the proficiency requirements set by the unit and/or United States Special Operations Command (USSOCOM). However, if a unit falls below the 80% standard, they must adhere to SET requirements outlined in The SOF Language Program Manual (USSOCOM M 350-8, 2009; e.g., provide personnel with 150 hours of mandatory training that must be completed in no less than three consecutive months).

<sup>2</sup> It should be noted that some units' SET programs are not included in this report due to small sample size. Programs with sufficient sample size and, therefore, are included in this report include: 1<sup>st</sup> SFG, 3<sup>rd</sup> SFG, 5<sup>th</sup> SFG, 7<sup>th</sup> SFG, and 10<sup>th</sup> SFG.

to attend due to other training requirements and/or a lack of command emphasis on language.<sup>3</sup> For example, when asked to provide specific feedback related to improving SET, SOF operators provided the following comments:

*“Minimize training distractors and extracurricular requirements. Let the Soldier focus on learning the language. Do not treat CLP as a check the block activity, but make it productive, dedicated time to increase or build initial proficiency.”*

SOF Operator, Deployed SO Unit

*“Command emphasis - during PMT, language training is not high on the list and people are constantly pulled out of the classes for other things and no one can complete the course, even when only 1 week.”*

SOF Leader, 1<sup>st</sup> SFG

One of the most frequent negative comments provided by SOF operators was that training was not provided for languages used in current deployment locations. In these instances, SOF operators' time would be better spent in pre-deployment language training (i.e., learning the language used in the deployment region) as opposed to language training for the language inside their area of responsibility (AOR).

*“It needs to focus on the languages of OEF prior to OEF rotations. I know this is a whole other issue of groups deploying to AOR outside of their normal assignment but it should be the focus. At least teach the basics of the language of the country you are deploying to.”*

SOF Leader, 7<sup>th</sup> SFG

Lastly, SOF operator and leader comments suggested several ways the training could be more mission-focused (e.g., training in deployment languages, more speaking, listening, military focus/language training not related to mission). For example,

*“We could tailor the curriculum to fit the mission.”*

SOF Operator, Other SOF organization

*“More focus on speaking and listening instead of grammar and reading.”*

SOF Operator, 95<sup>th</sup> CA Bde

*“More of a military focus”*

SOF Operator, 3<sup>rd</sup> SFG

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<sup>3</sup> However, it should be noted that SOF leaders most frequently commented positively on the accessibility and availability of their unit's SET. This differing perspective suggests that leaders perceive the training to be available, but SOF operators do not have time to attend.

In conclusion, SOF operator and leader feedback on existing SET programs indicate that there are barriers associated with these programs.<sup>4</sup> To ensure that SET prepares operators to meet language-related mission requirements on deployment, the following steps should be taken to reduce or eliminate challenges identified by SOF operators and leaders, as stated above:

- *Conduct a language training needs assessment* to identify language requirements for deploying SOF operators. These needs can be applied to learning objectives and, ultimately, can build a training program that is relevant to SOF operators or a subset of SOF operators (e.g., Special Forces). Aligning training with job requirements will result in more relevant training and, therefore, more language capable SOF operators.
- *Increase command support for language training.* If command does not support language training, then SOF operators will not have the time to attend language training. Commanders can show support for language by protecting language training time (i.e., not allowing trainees to miss language training for other non-critical tasks/duties), allocating duty time to language training or self-study, and encouraging the use of language during non-language training (*Grading the Chain of Command*, Technical Report #2010011006).
- *Incentivize language learning and sustainment.* Especially in situations where the command does not view language as a high priority, provide SOF operators with incentives to learn and sustain proficiency on their own time. Examples of incentives that SOF operators indicated would motivate them to learn or maintain their language proficiency, please refer to *Non-monetary Incentives* (Technical Report #2010011023) and *Foreign Language Proficiency Bonus* (Technical Report #2010011022).

Finally, all SET programs should be regularly evaluated to ensure that they are meeting the needs of the SOF operators in their unit. A structured evaluation system based on training evaluation research can identify components of the training that are effective, and can also identify areas for improvement. It is important to evaluate training before and after any intervention (e.g., any of the recommendations above) to determine whether the intervention improved training effectiveness.

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<sup>4</sup> Some of the barriers identified in this report were also identified in another *Tier I* report, *Barriers to Language Acquisition and Maintenance* (Technical Report #2010011024).

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## SECTION I: REPORT AND PROJECT OVERVIEW

### *Sustainment/Enhancement Training Report Purpose*

This report presents an overview of language sustainment/enhancement training (SET) from the perspectives of SOF operators and leaders. SOF operators who experienced SET reported perceptions of its usefulness, relevance, and evaluated various characteristics of the training (e.g., instructor effectiveness, quality of materials, etc.). SOF leaders provided insight on their unit's command language program (CLP), which often includes SET. Additionally, this report presents SOF operators' and leaders' suggestions for improving existing CLPs and SET programs.

### **Background**

SET programs provide the structure and resources for SOF operators to maintain or enhance language proficiency to prepare them for language-related mission requirements. This proficiency is typically originally developed during initial acquisition training (IAT). SET is required at SOF units with more than 20 language billets or those with personnel who receive language training at the government's expense (USSOCOM Manual 350-8, 2009). The design of SET programs varies for each SOF unit. Some command/component language program managers (CLPMs) have the freedom to manage their own CLPs as long as 80% of their personnel in language billets meet or exceed the proficiency requirements set by the unit and/or United States Special Operations Command (USSOCOM). However, if a unit falls below the 80% standard, they must adhere to SET requirements outlined in The SOF Language Program Manual (USSOCOM M 350-8, 2009; e.g., provide personnel with 150 hours of mandatory training that must be completed in no less than three consecutive months).

### **Report Overview**

Section II of this report provides SOF operators' perceptions of their most recent SET experience and SOF leaders' perceptions of their unit's CLP. SOF operator perceptions included evaluation of the training's relevance to mission requirements, usefulness for mission success, and other training characteristics (e.g., instructor effectiveness, quality of materials, etc.), while SOF leaders evaluated similar training aspects and, in addition, rated their overall satisfaction with their unit's CLP. Additionally, Section II presents specific strengths of current SET programs and areas for improvement, as provided by SOF operators and leaders. Section III summarizes the main findings presented in Section II and describes how the information can be used to improve existing CLP or SET programs. Appendix A (p. 30) details the 2009 SOF LCNA Project, and Appendix B (p. 32) provides an overview of report methodology, including participants, measures, and analyses. Appendices C through I (p. 35-112) present details of SET programs across the United States Army Special Operations Command (USASOC), for which there were sufficient sample sizes to report [i.e., 4<sup>th</sup> Military Information Support Group (MISG), 95<sup>th</sup> Civil Affairs Brigade (CA Bde), 1<sup>st</sup> Special Forces Group (SFG), 3<sup>rd</sup> SFG, 5<sup>th</sup> SFG, 7<sup>th</sup> SFG, and 10<sup>th</sup>

SFG].<sup>5</sup> Appendix J (p. 113) includes survey comment themes, definitions, examples, and Appendix K (p. 120) presents comment theme frequencies.

### **LCNA Project Purpose**

The Special Operations Forces Language Office (SOFLO) commissioned the *2009 SOF LCNA Project* to gain insights on language and culture capability and issues across USSOCOM. The goal of this organizational-level needs assessment is to inform strategy and policy to ensure SOF personnel have the language and culture skills needed to conduct their missions effectively. Data were collected between March and November, 2009 from personnel in the SOF community, including SOF operators and SOF leaders. Findings, gathered via focus groups and a web-based survey, will be presented in a series of reports divided into three tiers. The specific reports in each of these tiers will be determined and contracted by the SOFLO. *Tier I* reports focus on specific, limited issues (e.g., *Inside AOR Use of Language*). *Tier II* reports integrate and present the most important findings across related *Tier I* reports (e.g., *Use of Language and Culture on Deployment*), while including additional data and analysis on the topic. One *Tier III* report presents the most important findings, implications, and recommendations across all topics explored in this project. The remaining *Tier III* reports present findings for specific SOF organizations [e.g., Air Force Special Operations Command (AFSOC), Special Forces (SF) Command]. Two foundational reports document the methodology and participants associated with this project. Report topics were determined by the SOFLO.

### **Relationship of Sustainment/Enhancement Training to the LCNA Project**

The *Sustainment/Enhancement Training* report is a *Tier I* report that will be integrated with other *Tier I* reports: *Training Emphasis: Language and Culture*, *Initial Acquisition Training*, *Immersion Training*, and *Language Resources, Technology & Self Study* into two *Tier II* reports: *Current State of Language Training* and *Language Training Guidance* (Appendix A, p. 30 presents the report structure). The final reports produced were determined by the SOFLO.

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<sup>5</sup> It should be noted that, due to small sample size, SOF operator and leader responses from AFSOC, MARSOC, and NAVSPECWARCOM are not presented.

## SECTION II: STATE OF SUSTAINMENT/ENHANCEMENT TRAINING

This section provides information on the state of SET across the SOF community<sup>6</sup> by presenting SOF operators' perspectives about their most recent SET experiences and SOF leaders' perspectives on their unit's command language program<sup>7</sup> (CLP). These perspectives can help determine whether SET programs are meeting operator training needs and identify areas for improvement. Also examined in this report is how frequently operators were removed from language training to perform other tasks and duties.

Details of CLP/SET programs at USASOC units with sufficient sample size are provided in Appendices C to I:<sup>8</sup>

- Appendix C, p. 35 – 4<sup>th</sup> Military Information Support Group (MISG)<sup>9</sup>
- Appendix D, p. 46 – 95<sup>th</sup> Civil Affairs Brigade (CA Bde)
- Appendix E, p. 57 – 1<sup>st</sup> Special Forces Group (SFG)
- Appendix F, p. 68 – 3<sup>rd</sup> SFG
- Appendix G, p. 79 – 5<sup>th</sup> SFG
- Appendix H, p. 91 – 7<sup>th</sup> SFG
- Appendix I, p. 102 – 10<sup>th</sup> SFG

Details of these programs are presented in a format similar to this section.

### Research Questions

This section addresses the following questions:

- What training method (e.g., language lab, classroom) was used for SOF operators' most recent SET experience?
- Did SOF operators' self-reported proficiency levels increase, decrease, or remain the same as a result of SET?
- How useful did SOF operators perceive SET for their mission?
- How did SOF operators and SOF leaders rate the quality of various training characteristics (e.g., training environment, instructional technology) of their CLPs/SET?
- For CLPs/SET programs that provided instructors, what was the perceived effectiveness of these instructors?
- Did SOF operators perceive their SET's curriculum to be relevant to mission requirements?
- How satisfied were SOF leaders with the overall quality of their CLP?
- To what extent did SOF operators and SOF leaders perceive that operators were removed from language training to perform other tasks and duties?
- What comments did SOF operators and SOF leaders provide about their unit's CLP/SET?

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<sup>6</sup> When referring to the SOF community, this report focuses only on the SOF operators and unit leaders who participated in the survey and responded to these specific items. Please see Appendix B, p. 32 (Methodology) and the *Participation Report* (Technical Report #2010011003) for more information about survey respondents.

<sup>7</sup> Only SOF leaders whose CLP offers SET were included in this report. Please see Appendix B, p. 32 (Methodology) for more information about how the SOF leader sample was selected.

<sup>8</sup> It should be noted that, due to small sample size, operator and/or leader responses from AFSOC, MARSOC, and NAVSPECWARCOM are not presented in this report.

<sup>9</sup> Formerly referred to as Psychological Operations Group (POG)

## Main Findings

In general, SET programs are meeting their goals of sustaining and enhancing language proficiency. Ninety-six percent of SOF operators reported that their proficiency *stayed the same* or *changed for the better* as a result of SET. However, most operators were only *50% confident* in their ability to use the target language after completing SET.

Overall, SET curricula seem to provide lessons, activities, and/or materials that are moderately relevant and/or useful to SOF missions. SOF operators indicated that their SET's curriculum was *moderately relevant* ( $M = 2.96$ ) to mission requirements—which is the mid-point on the scale (1 = *not relevant*, 5 = *extremely relevant*). Furthermore, operators reported that their SET was only *slightly useful* to *moderately useful* ( $M = 2.64$ ) for mission success.

SOF operators and leaders rated various characteristics of their CLP/SET program to show how effective different aspects were perceived. Overall, operator ratings of each characteristic, with the exception of “Instructor”, were all below the midpoint of the scale (i.e., *good*). This indicates that there is room for improvement for many of these training characteristics. SOF leader ratings for each characteristic were above the midpoint. The training characteristics, ranked based on overall mean (i.e., average) rating, were:

### SOF operators

- Instructor
- Training environment
- Course/training
- Materials/curriculum
- Instructional technology

### SOF leaders

- Instructors
- Materials/curriculum
- Resources for self-paced instruction
- Instructional technology
- Training environment

Training effectiveness cannot be maximized if SOF operators do not regularly attend training. Multiple findings indicate that SET opportunities were available to operators, but operators did not have time to attend the training. First, SOF operators and leaders indicated the frequency with which they perceived that operators were removed from language training for other duties or tasks. SOF leaders reported more frequent removal from training than operators, such that leaders indicated operators were *sometimes* to *often* removed, while operators indicated a wider range of responses, most frequently that they were *sometimes* removed. Further, SOF operator and leader survey comments indicated that SET was generally available to SOF operators, but they did not have enough time to attend. Some leaders suggested improvement of their program's availability to operators. SOF operators who commented that they do not have time to attend training supported this suggestion, and also suggested more command emphasis on language.

Some SOF operators' comments indicated that their training experience did not focus on meeting operator needs. Primarily, SOF operators said that the training provided did not cover languages used in current deployment locations regardless of whether they were inside or outside of their assigned AOR. This

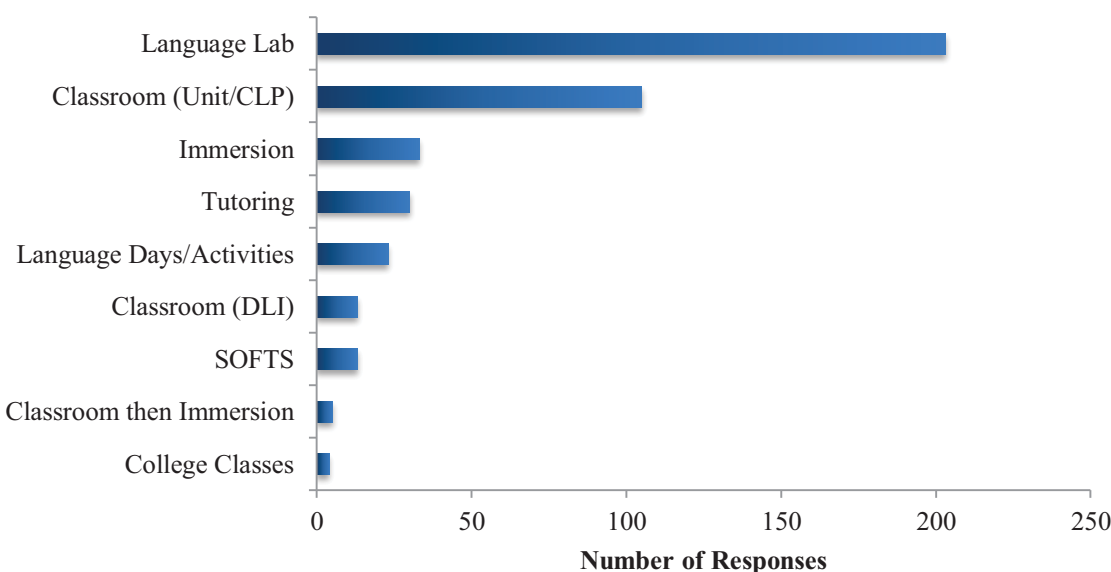
indicates that operators would like to receive pre-deployment language training that prepares them for their upcoming deployments. Additionally, a smaller number of SOF operators said that their training did not focus on the language modalities most often used on deployment (i.e., speaking and listening).<sup>10</sup>

## Detailed Findings

### *SET Training Method*

Most SOF operators ( $n = 203$ ) received training at their unit's language lab and/or through classroom instruction delivered at their units' CLP ( $n = 105$ ), and some received immersion training ( $n = 33$ ) and/or tutoring ( $n = 30$ ). A small number received other training methods (Figure 1, p. 10). When examining responses across USASOC units with sufficient sample sizes<sup>11</sup>, most SOF operators indicated receipt of training using language lab and/or their unit's classroom, with the exception of 4<sup>th</sup> MISG, for which almost 25% of respondents received immersion training ( $n = 11$ ; Appendix C, Figure 1, p. 35).<sup>12</sup>

Figure 1. Training Method of Most Recent SET Experience



Note.  $n = 357$ . Respondents had the opportunity to select more than one training method and, therefore, the total number of responses may not equal the number of respondents. SOF operator responses only.

Ninety-three percent of SOF leaders ( $n = 213$ ) indicated their unit's CLP offered classroom instruction and 89% ( $n = 204$ ) offered self-paced instruction (CDs, tapes, etc.). Furthermore, 72% ( $n = 164$ ) indicated their unit's CLP offered one-on-one tutoring and 31% ( $n = 70$ ) offered Special Operations Forces Tele-training System (SOFTS) courses.

<sup>10</sup> A complete list of comment code frequencies is presented in Appendix K.

<sup>11</sup> USASOC units with sufficient sample size were: 4<sup>th</sup> MISG, 95<sup>th</sup> CAB, 1<sup>st</sup> SFG, 3<sup>rd</sup> SFG, 5<sup>th</sup> SFG, 7<sup>th</sup> SFG, and 10<sup>th</sup> SFG.

<sup>12</sup> It should be noted that, due to small sample size, operator and/or leader responses from AFSOC, MARSOC, and NAVSPECWARCOM are not presented.

### *CLP Training Options*

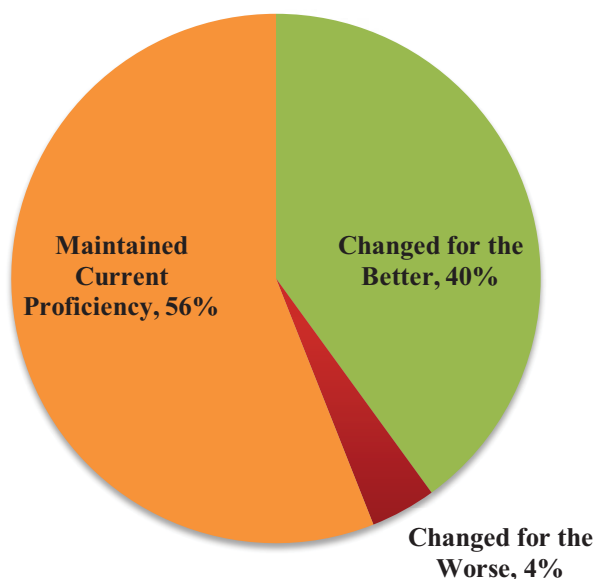
SOF leaders ( $n = 229$ )<sup>13</sup> indicated their unit's CLP provides SET and provided additional information about what other language training is offered at their CLP. These SOF leaders indicated that their CLPs also offered other types of language training, including:

- Pre-deployment in normal area of responsibility (AOR) languages ( $n = 195$ , 85%)
- Pre-deployment for languages outside of the normal AOR languages ( $n = 140$ , 61%), and
- Initial acquisition training (IAT;  $n = 52$ , 23%)

### *Proficiency Changes as a Result of SET and Confidence in Using the Language*

Overall, 56% ( $n = 197$ ) of SOF operators *maintained* their current language proficiency as a result of SET and 40% ( $n = 141$ ) indicated that their proficiency *changed for the better* (Figure 2, p. 11). Looking across USASOC units, 7<sup>th</sup> SFG was the only USASOC unit where most operators indicated that their proficiency *changed for the better* (Appendix H, Figure 2, p. 92).

*Figure 2. Language Proficiency after Most Recent SET Experience*

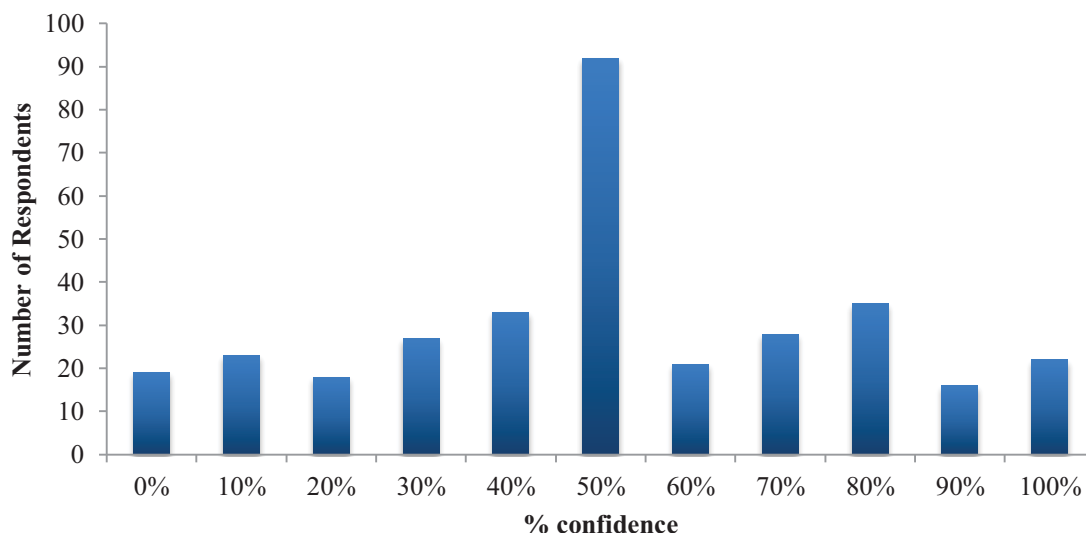


*Note.*  $n = 353$ . SOF operator responses only.

Despite the maintenance or enhancement of proficiency as a result of SET, most SOF operators were only *50% confident* in their ability to use the target language after completing SET (Figure 3, p. 12). However, it should be noted that SOF operators who experienced immersion indicated significantly higher confidence ( $M = 7.44$ ,  $n = 25$ ) than SOF operators who attended language lab ( $M = 5.58$ ,  $n = 139$ ).

<sup>13</sup> Fifteen leaders were excluded from analyses because they did not indicate their unit provided SET and, therefore, their perspectives were not relevant for the scope of this report. See Appendix B, p. 32, Methodology, for further explanation.

Figure 3. Confidence in Ability to Use the Target Language after Completing SET

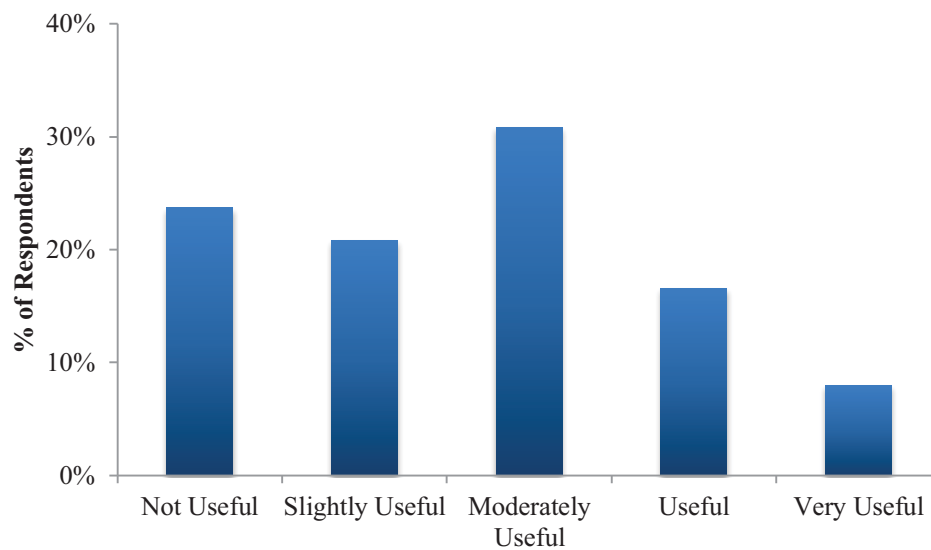


Note.  $n = 331$ ,  $M = 6.05$ ; Mean is based on 1 = 0% confident to 11 = 100% confident scale. SOF operator responses only.

#### *Training Usefulness for Mission Success*

Most SOF operators found their training was *slightly useful* to *moderately useful* ( $M = 2.64$ ,  $n = 350$ ; Figure 4, p. 13). However, 24% ( $n = 83$ ) of operators found SET *not useful*. Usefulness ratings differed across USASOC units, such that SOF operators in several units (e.g., 95<sup>th</sup> CA Bde, 3<sup>rd</sup> SFG, and 10<sup>th</sup> SFG; Appendices D, F, and I, respectively) most frequently described their SET experience as *not useful* for mission success, while most 7<sup>th</sup> SFG operators described their SET experience as *useful* (Appendix H, Figure 4, p. 93).

Figure 4. SOF Operator Ratings of the SET Usefulness for Mission Success



Note.  $n = 350$ ,  $M = 2.64$ ; SOF operator responses only.

#### *Evaluation of SET Program/CLP Training Characteristics*

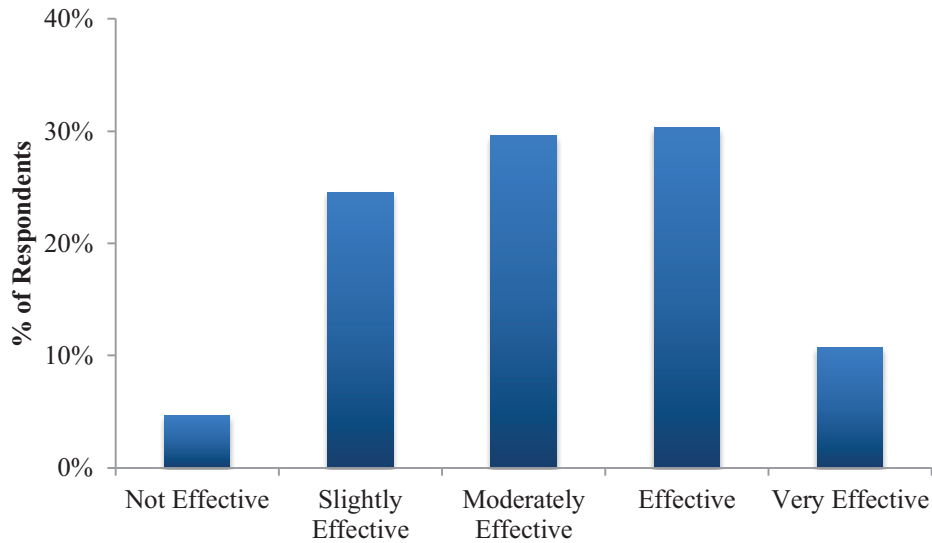
SOF operators rated several training characteristics of their most recent SET experience (Table 1, p. 14). Instructors were rated the highest ( $M = 3.23$ ,  $n = 332$ ) and instructional technology was rated the lowest ( $M = 2.78$ ,  $n = 338$ ). This pattern was consistent across most USASOC units. Additionally, SOF operators whose training provided an instructor ( $n = 298$ , 83%) indicated their instructor was *moderately effective* to *effective* ( $M = 3.18$ ,  $n = 297$ ; Figure 5, p. 15). When looking across USASOC units, 3<sup>rd</sup> SFG and 7<sup>th</sup> SFG generally found their instructors to be *effective*, while 4<sup>th</sup> MISG found their instructors to be *slightly effective* (Appendices C, F, and H).

Table 1. SOF Operator Ratings of SET Characteristics

Item	n	Mean	Poor	Fair	Good	Very good	Excellent
Instructor	332	3.23	6%	20%	33%	29%	13%
Training environment	339	2.85	11%	29%	32%	21%	8%
Course/training	340	2.84	6%	33%	37%	19%	5%
Materials/curriculum	338	2.81	11%	28%	37%	20%	5%
Instructional technology	338	2.78	14%	27%	34%	17%	8%

Note. Responses were made on the following scale: 1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, and 5 = Excellent. Rows may not add to 100% due to rounding error.

Figure 5. Instructor Effectiveness Ratings

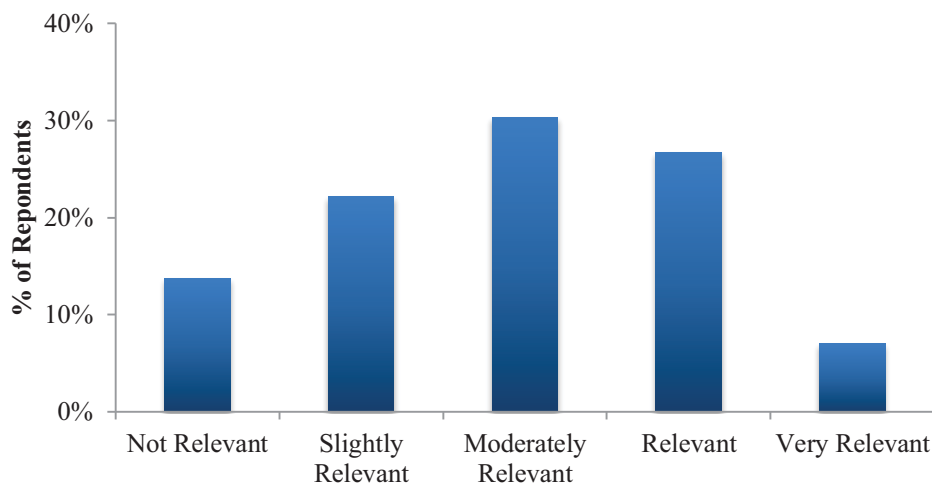


Note.  $n = 297$ ,  $M = 3.18$ ; SOF operator responses only.

#### Relevance of SET Curriculum to Mission Requirements

There were a wide variety of perceptions (i.e., SOF operators providing responses across the scale from *not relevant* to *very relevant*) about the relevance of the curriculum to mission requirements. Most SOF operators indicated their curriculum was *moderately relevant* to their mission requirements ( $M = 2.96$ ,  $n = 356$ ; Figure 6, p. 15). However, looking across USASOC units, most 7<sup>th</sup> SFG SOF operators (35%; Appendix H, Figure 6, p. 95) found their curriculum to be *relevant*, while a large percentage of 3<sup>rd</sup> SFG (34%) found the curriculum *not relevant* (Appendix F, Figure 4, p. 70).

Figure 6. Relevance of SET Curriculum to Mission Requirements

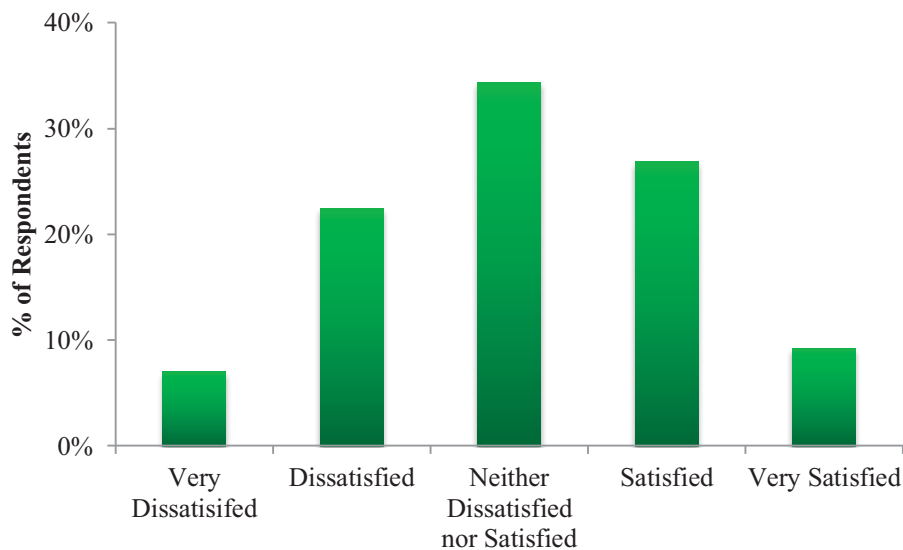


Note.  $n = 356$ ,  $M = 2.96$ ; SOF operator responses only.

### *SOF Leader Perspectives on Their Unit's CLP*

Unlike SOF operators, who responded based on their most recent SET experience, SOF leaders provided their perspectives on their unit's CLP. SOF leaders rated their overall satisfaction with the quality of their unit's CLP, such that 36% were *satisfied* or *very satisfied*, while 34% were *neither dissatisfied nor satisfied*, indicating a variety of responses (Figure 7, p. 16). An additional 30% expressed some level of dissatisfaction (i.e., *dissatisfied* or *very dissatisfied*) with their CLP. Looking across USASOC units, a majority of leaders at 7<sup>th</sup> SFG (63%) were *satisfied* with the overall quality of their CLP, while most 95<sup>th</sup> CA Bde leaders (60%) were *dissatisfied* or *very dissatisfied* (Appendices D and H, respectively).

Figure 7. SOF Leader Satisfaction with the Overall Quality of their CLP



Note.  $n = 43$ ,  $M = 3.09$ .

SOF leaders evaluated training characteristics of their CLP's language training programs (Table 2, p. 17). All evaluated characteristics averaged between *good* to *very good* on a 5 point *poor* to *excellent* scale. Instructors were rated the highest ( $M = 3.48$ ,  $n = 211$ ), with an average rating between *good* and *very good*, and the training environment was rated the lowest, although the average rating was still between *good* and *very good* ( $M = 3.10$ ,  $n = 220$ ; Table 2, p. 17). Noteworthy unit-level findings revealed 5<sup>th</sup> SFG leaders rated all characteristics as the highest across all units (Appendix G, Table 2, p. 85).

Table 2. SOF Leader Ratings of CLP Characteristics

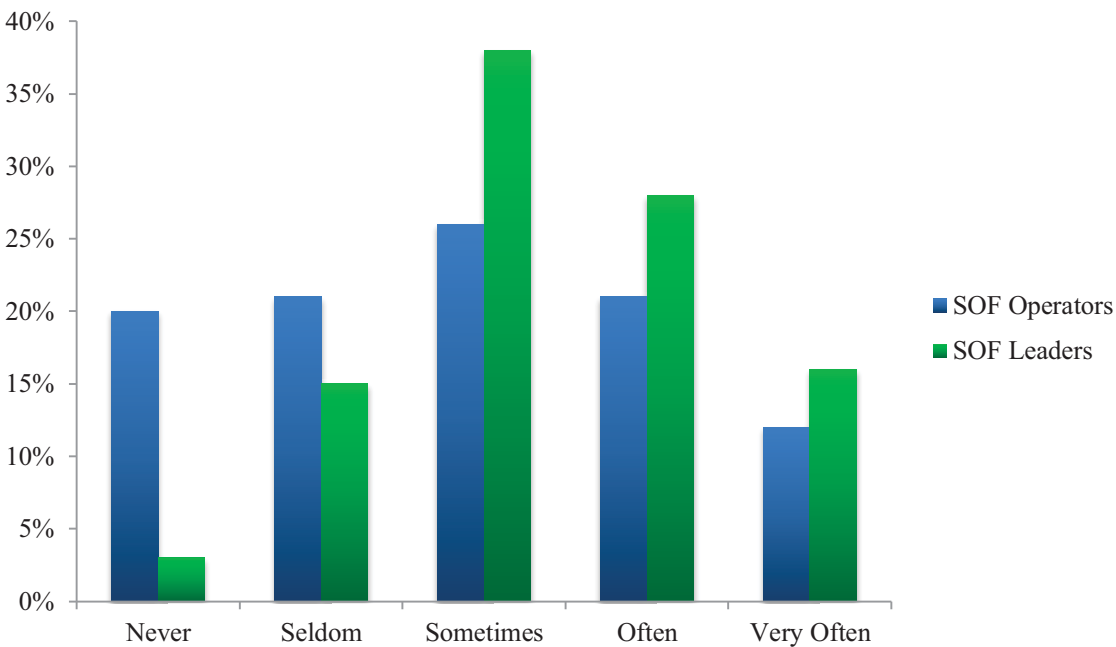
Item	n	Mean	Poor	Fair	Good	Very good	Excellent
Instructors	211	3.48	1%	16%	33%	34%	16%
Materials/curriculum	222	3.22	3%	23%	36%	26%	12%
Resources for self-paced instruction	220	3.21	7%	18%	35%	26%	13%
Instructional technology	218	3.18	5%	24%	33%	25%	14%
Training environment	220	3.10	10%	21%	31%	25%	13%

Note. Responses were made on the following scale: 1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, and 5 = Excellent. Rows may not add to 100% due to rounding error.

### *Removal from Language Training*

SOF operators and leaders indicated how often they perceived that SOF operators were removed from language training to perform other duties and tasks (Figure 8, p. 18). SOF leaders perceived a higher rate of removal from language training than SOF operators [ $t(555.20) = 5.74, p < .01$ ], such that SOF leaders indicated between *sometimes* and *often* ( $M = 3.40, n = 227$ ), while SOF operators indicated between *seldom* to *sometimes* ( $M = 2.84, n = 354$ ).

Figure 8. SOF Operators Removal from Language Training to Perform Other Tasks/Duties

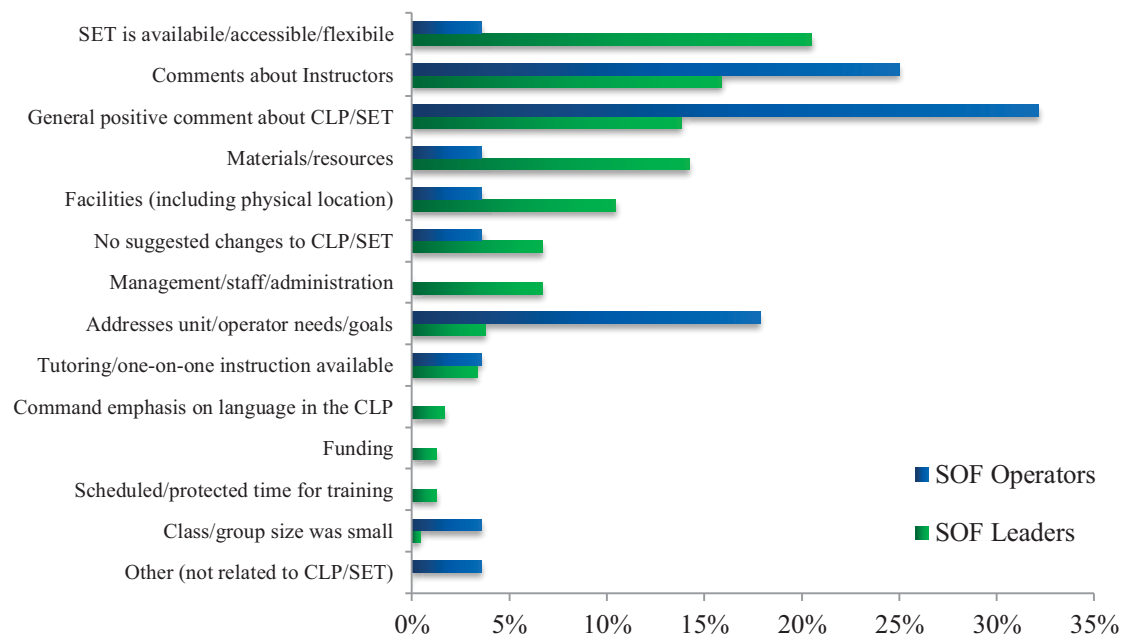


Note. SOF operator  $n = 354, M = 2.84$ ; SOF Leader  $n = 227, M = 3.40$ . The Mean for SOF leaders was significantly higher than mean for SOF operators.

### *Open-Ended Comments*

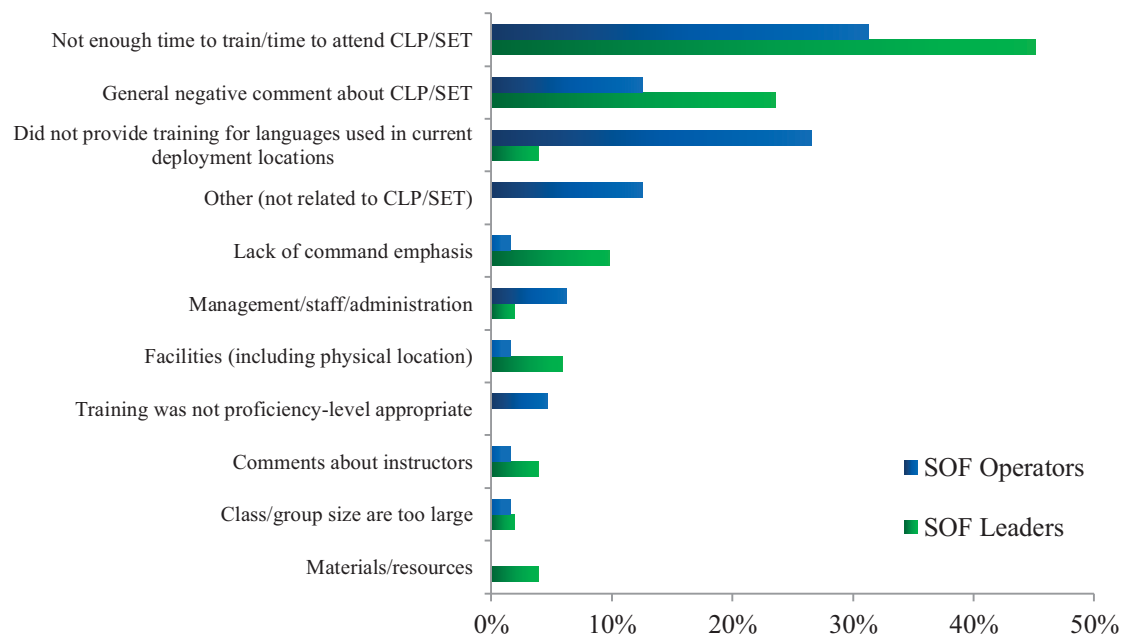
Based on their most recent SET experiences, SOF operators provided specific feedback related to improving SET ( $n = 129$ ), while SOF leaders could respond to two open-ended items, one about the best aspects of their CLP ( $n = 191$ ) and one about which aspects they would like to change ( $n = 176$ ). Figures 9-11, pp. 19-20, present the percentages of positive comments, negative comments, and suggestions provided by operators and leaders, as they were categorized into specific themes (Appendix J, p. 113 for themes, definitions, and exemplar comments).

Figure 9. Positive Comment Theme Frequencies



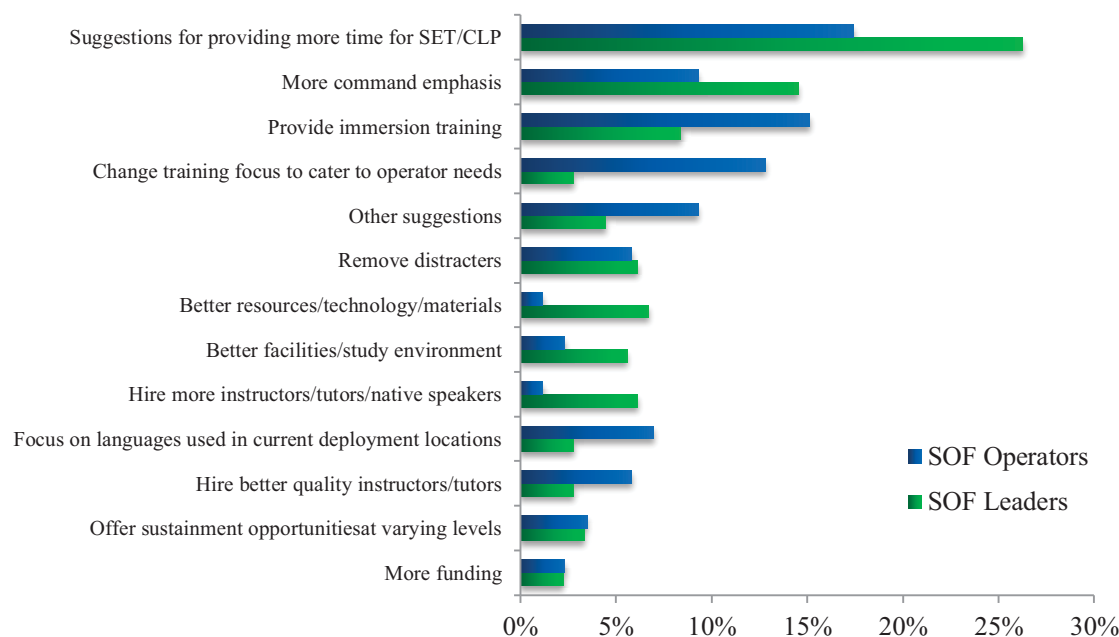
Note. Percentages are based on total number of positive SOF operator and SOF leader comments, respectively, and are ranked in descending order based on frequency. Total number of positive SOF operator comments = 28. Total number of positive SOF leader comments = 239.

Figure 10. Negative Comment Theme Frequencies



Note. Percentages are based on total number of negative SOF operator and SOF leader comments, respectively, and are ranked in descending order based on frequency. Total number of negative SOF operator comments = 64. Total number of negative leader comments = 51.

Figure 11. Suggestions Comment Theme Frequencies



*Note.* Percentages are based on the total number of suggestions SOF operators and SOF leaders provided, respectively, and are ranked in descending order based on frequency. Comment themes with 2% or less in frequency can be found in Appendix K, p. 120-121. Total number of SOF operator suggestions = 86. Total number of SOF leader suggestions = 179.

SOF operators and SOF leaders frequently commented on the availability and accessibility of their CLP/SET. Overall, SOF operators ( $n = 20$ ) said that they do not have enough time, due to OPTEMPO or other training requirements, to attend SET during its hours of availability (Figure 10, p. 19). Some SOF leaders ( $n = 23$ ) also reported lacking availability/accessibility of CLP language resources to SOF operators in their unit. However, several SOF leaders ( $n = 49$ ) indicated that their CLP is available or accessible to operators in their unit (Figure 9, p. 19). This suggests some units may be more accessible than others. Several comments described the accessibility of CLP facilities (e.g., proximity to the unit). Some suggestions about increasing the accessibility and time for training included the need for more command emphasis to protect training time from other tasks and duties. Exemplar comments about availability of their CLP/SET, lack of time to train, and suggestions for providing more time for CLP/SET opportunities, and suggestions about command emphasis are presented in Table 3, p. 21.

Table 3. Exemplar Comments Related to Availability of CLP/SET

CLP/SET is Available/Accessible/Flexible	Not Enough Time to Train/Time to Attend CLP/SET	Suggestions for Providing More Time for CLP/SET Opportunities
<p>"The availability of it. Any Soldier can walk over to it and use it any time." SOF Leader, 7<sup>th</sup> SFG</p> <p>"Available for training at any time. Very flexible for team to take advantage of." SOF Leader, 5<sup>th</sup> SFG</p> <p>"Inside the unit -- based at the BN. Makes it easily accessible for soldiers." SOF Leader, 1<sup>st</sup> SFG</p> <p>"I am currently enrolled in an online SOFTS class and I am really satisfied with the flexibility it allows for. The instruction is top notch." SOF Leader, TSOC</p> <p>"It is available for anyone who displays a desire to learn." SOF Leader, USSOCOM</p> <p>"They are willing to work to our schedule." SOF Leader, 5<sup>th</sup> SFG</p> <p>"Its flexibility and it willingness to support." SOF Leader, TSOC</p>	<p>"... If operators had time they would invest much more of their time to the language lab but the current ops tempo doesn't allow for more than a couple weeks pre-mission." SOF Operator, 7<sup>th</sup> SFG</p> <p>"Have the Chain of Command institute a Policy which does not allow soldiers in Language training to be pulled for other taskings. This Policy does not currently exist." SOF Operator, 5<sup>th</sup> SFG</p> <p>"I was unable to devote enough time studying my target language due to a pending deployment outside my AOR." SOF Operator, 95<sup>th</sup> CA Bde</p> <p>"competing requirements of the unit interfere with learning. There is not enough time between deployments to learn the language well. The unit is involved primarily in DA. Requirement for cultural conversations with the locals is limited and could be better handled with assignment of O9Ls" SOF Leader, 75<sup>th</sup> Ranger Regiment</p> <p>"Language training cannot be accomplished in 1-3 week periods. Language proficiency requires time and time is the greatest resource we do not have enough of." SOF Leader, 3<sup>rd</sup> SFG</p> <p>"We don't have TIME for language training: it's not a real priority for the Command" SOF Leader, 5<sup>th</sup> SFG</p> <p>"There isn't any emphasis on language training in the unit. it is on your own. You are just expected to take a DLPT annually." SOF Leader, SWCS Staff</p>	<p><b>More Time</b></p> <p>"Just provide the team members with the time and training and the team members will improve." SOF Operator, 20<sup>th</sup> SFG</p> <p>"allow more time in these training sustainments in order to see results" SOF Operator, 7<sup>th</sup> SFG</p> <p>"The block of instruction needs to be longer in duration to provide gain any level of operational proficiency in the target language. There is currently not enough time between deployments to focus the amount of time necessary to accomplish this task." SOF Operator, USASOC other unit</p> <p>"More time should be allocated to take advantage of it." SOF Leader, TSOC</p> <p><b>Command Emphasis</b></p> <p>"Must be enforced from Group Commander on down and fended for attendance." SOF Leader, 4<sup>th</sup> MISG</p> <p>"Ability to fence off unit for the time required to conduct a full CLP" SOF Leader, 1<sup>st</sup> SFG</p> <p>"Funding is important. Personnel availability and command emphasis is important" SOF Operator, TSOC</p> <p>"Enhancement training is most effective when it is Command driven and team focused." SOF Operator, 5<sup>th</sup> SFG</p>

Another frequent comment by SOF operators ( $n = 17$ ) was that the training they received did not match the language of their current deployment locations. This may explain why SET was perceived as only *slightly useful* to *useful* for mission success as presented earlier (p. 13), because the current operational environment requires some missions to be conducted outside a team's area of responsibility (AOR). Some exemplar comments are provided below:

*"I work in a French speaking country and I went to school for Russian"*

SOF Operator, 1<sup>st</sup> SFG

*"I SHOULDN'T KEEP LEARNING A LANGUAGE WE DON'T USE IN OUR AOR. I.E. FRENCH"*

SOF Operator, 3<sup>rd</sup> SFG

*"Not useful because it was a refresher in my trained language of Farsi which is not spoken where we are deploying."*

SOF Operator, 5<sup>th</sup> SFG

*"Four months of Arabic training and I deployed to Afghanistan where I saw one Arab for 30 seconds."*

SOF Operator, USSOCOM

Suggestions provided by SOF operators and leaders were to help focus language training to meet SOF operators' needs by focusing training on speaking and listening modalities, more military terminology, and provide more immersion opportunities. Some exemplar comments provided by both SOF operators and leaders are presented below:

*"Focus on speaking and listening."*

SOF Operator, 5<sup>th</sup> SFG

*"More focus on speaking and listening instead of grammar and reading."*

SOF Operator, 95<sup>th</sup> CA Bde

*"More of a military focus."*

SOF Operator, 3<sup>rd</sup> SFG

*"Need immersion training to truly become competent."*

SOF Operator, FORSCOM unit

*"Again, immersion being a large part of the training is key."*

SOF Operator, 20<sup>th</sup> SFG

*“Immersion training in a country which speaks the target language. This way, there is a sink or swim method to learning the language. Also, colloquial speech will be improved.”*

SOF Operator, 10<sup>th</sup> SFG

*“Language immersion is the best way to learn.”*

SOF Leader, Deployed SO unit

*“If SOF is serious about language training, they need to take it seriously and allow people to become proficient through full immersion training.”*

SOF Leader, 1<sup>st</sup> SFG

*“More availability of immersion training”*

SOF Leader, 4<sup>th</sup> MISG

Instructors in the CLP received many positive comments, particularly by SOF leaders. These comments described various positive attributes of instructors (e.g., knowledgeable, availability of instructors, etc.). Some exemplar comments include:

*“The language instructors were both trained educators”*

SOF Operator, Army HRC

*“instructors are knowledgeable and helpful”*

SOF Leader, 4<sup>th</sup> MISG

*“Excellent instructors...”*

SOF Leader, MARSOC

*“The instructors are from the assigned AOR and are dedicated to helping soldiers”*

SOF Leader, 7<sup>th</sup> SFG

*“The instructors are exceptional people who honestly care that we do well.”*

SOF Leader, 4<sup>th</sup> MISG

SOF leaders also provided positive comments about the materials and resources. These included comments about technical support, training aids, and self-paced materials at their CLP/SET. Some exemplar comments are provided below:

*“Resources and facilities available for training.”*

SOF Leader, 5<sup>th</sup> SFG

*“The courses are well resourced and run.”*

SOF Leader, 75<sup>th</sup> Ranger Regiment

*“The quality of the materials provided and the equipment. The things that can be bought like computer programs, headsets, computers, DVD's, and TV's”*

SOF Leader, Deployed SO unit

*“The ratio of resources to operator is phenomenal. An operator can receive 1 on 1 instruction any time from 0700 to 1500 Mon-Thur. An operator can use the wide variety of self-study resources available, or can turn in ISBN numbers and request materials through the lab.”*

SOF Leader, 5<sup>th</sup> SFG

*“There are good available resources in the CLP...”*

SOF Leader, 10<sup>th</sup> SFG

### *Focus Group Discussions*

Focus group participants discussed characteristics of training which led to effective and ineffective SET experiences. Some reasons why SET was perceived as effective included: quality instructors, effective activities (e.g., role plays), and topic areas which included relevant terminology related to the mission.

Examples of effective training experience:

*“Getting to the instruction at group, again, this particular language lab is very flexible. I don't know how the rest of them are. But we have full-time instructors in our main languages here. And you have different types of training to actually go on. You may come in here with your detachment and train specifically for an upcoming deployment. Or you may simply show up at lunchtime and, if the instructor is free, you have one-on-one instruction. So you can take that anywhere you want it to go. And that is the kind of flexibility that we need, both of those things.”*

SOF Operator, 1<sup>st</sup> Bn 10<sup>th</sup> SFG

*“The one-one with a tutor has been really great...And so I did like a month of training with a tutor again, one-on-one.”*

SOF Operator, NSWG-1

SOF operators provided reasons why SET was ineffective. These included: not enough accessibility/time for SET, insufficient training duration (i.e., training too short in length), inexperienced instructors, various levels of language proficiency (e.g., no fluency to fluency), and the lack of off-site training opportunities (i.e., DLI). Discussions about the training methods offered and training locations related to one-on-one tutoring and the units' language labs.

## Examples of ineffective training experience:

*“...the same problem as Participant 5 mentioned; you have all different kinds of people in there, different levels, if you’re on a higher level it does nothing for you. I usually went and watched a movie in French, my language, \_\_ experience. But that was before I deployed so almost two years ago. We don’t do it anymore.”*

SOF Operator, 4<sup>th</sup> MISG

*“Training your group, it goes as far as you could possibly go, unless you come to the language lab training group and training with your team and stuff like that goes to pretty much the lowest common denominator, unfortunately, because it’s a bunch of guys either at your level or a little higher or lower and everybody’s pretty much kind of at the same level. So there’s not really much teaching and learning going on.”*

SOF Operator, 1<sup>st</sup> Bn 10<sup>th</sup> SFG

### SECTION III: CONCLUSION

The primary function of SET is to sustain and/or enhance SOF operators' language capability to prepare them for their language-related mission requirements. Findings from this report show that most SOF operators (56%) are maintaining their proficiency or enhancing their proficiency (40%). Although most respondents either maintained or enhanced their proficiency, SOF operators were only 50% confident in their ability to use the target language after their most recent SET experience. These findings suggest that there is room for improvement in SET programs to ensure that these programs adequately prepare SOF operators for their language-related mission requirements.

Survey comments provided by SOF operators and leaders indicated a potential issue regarding access and availability of SET opportunities, most frequently due to lack of time and protection of language training time by the command.<sup>14</sup> For example,

*"We don't have TIME for language training; it's not a real priority for the Command"*  
SOF Leader, 5<sup>th</sup> SFG

*"As it stands right now (in my unit) SET is something you schedule and attend on a spare time basis. There is no time allocated for it on any training calendar, nor is it a priority once it is set up. It's a 'privilege' that is reserved for times when it doesn't interfere with anything else, which means one can be pulled away from it at any time."*

SOF Operator, 10<sup>th</sup> SFG

In addition to the open-ended comments indicating a lack of access to SET, SOF operators and leaders indicated that SOF operators were *sometimes* to *often* removed from language training to perform other tasks and/or duties. In order to address comments and suggestions related to time constraints, one possibility is to provide SOF operators with other training delivery options. For example, technology-driven language resources and self-study materials may be flexible alternatives for SOF operators to develop their language skills. Another *Tier I* report, *Language Resources, Technology, & Self-Study* (Technical Report #2010011016) addresses issues related to use of these resources further.

Overall, SOF operators rated SET as *slightly* to *moderately useful* and the curriculum as *moderately relevant* to their mission's requirements. In response to open-ended survey items, one of the most common negative comments provided by SOF operators was that training was not provided for languages used in current deployment locations. This indicates that one of the challenges to SET is deployment outside of the AOR. For example,

*"I work in a French speaking country and I went to school for Russian"*  
SOF Operator, 1<sup>st</sup> SFG

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<sup>14</sup> However, it should be noted that SOF leaders most frequently commented positively on the accessibility and availability of their unit's SET. This differing perspective suggests that leaders perceive the training to be available, but SOF operators do not have time to attend.

*“Not useful because it was a refresher in my trained language of Farsi which is not spoken where we are deploying.”*

SOF Operator, 5<sup>th</sup> SFG

In these instances, SOF operators' time would be better spent in pre-deployment language training (i.e., learning the language used in the deployment region) as opposed to language training for the language inside their AOR.

Of the training characteristics rated by SOF operators and leaders (e.g., training environment, instructors, materials/curriculum, etc.), both operators and leaders consistently rated instructors as the highest. In addition, many of the positive comments provided by SOF operators and leaders were related to instructors. Exemplar comments are provided below:

*“The instructors are very high quality.”*

SOF Leader, 4<sup>th</sup> MISG

*“Excellent instructors and ease of accessing training”*

SOF Leader, MARSOC

SOF operators rated instructional technology as the lowest, while leaders rated the training environment as the lowest. For example,

*“The SET was provided by Group. It was not a good environment to learn. Students always had to complete some tasker that needed to get done right then.”*

SOF Operator, 3<sup>rd</sup> SFG

In conclusion, most SOF operators are sustaining and fewer are enhancing language proficiency through SET programs; however, many operators are not confident in their ability to use the language on deployment. Further, findings from this study point to many opportunities for improving SET programs to better fit SOF operator needs.

Findings from this report and other *Tier I* reports, *Training Emphasis: Language and Culture, Initial Acquisition Training, Culture Training, Immersion, and Language Resources, Technology & Self Study*, will be integrated into two *Tier II* reports, *Current State of Language Training* and *Language Training Guidance*. These *Tier II* reports will provide a snapshot of the current state of language training and provide recommendations for improving language training in the SOF community.

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### ABOUT SWA CONSULTING INC.

SWA Consulting Inc. (formerly Surface, Ward, and Associates) provides analytics and evidence-based solutions for clients using the principles and methods of industrial/organizational (I/O) psychology. Since 1997, SWA has advised and assisted corporate, non-profit and governmental clients on:

- Training and development
- Performance measurement and management
- Organizational effectiveness
- Test development and validation
- Program/training evaluation
- Work/job analysis
- Needs assessment
- Selection system design
- Study and analysis related to human capital issues
- Metric development and data collection
- Advanced data analysis

One specific practice area is analytics, research, and consulting on foreign language and culture in work contexts. In this area, SWA has conducted numerous projects, including language assessment validation and psychometric research; evaluations of language training, training tools, and job aids; language and culture focused needs assessments and job analysis; and advanced analysis of language research data.

Based in Raleigh, NC, and led by Drs. Eric A. Surface and Stephen J. Ward, SWA now employs close to twenty I/O professionals at the masters and PhD levels. SWA professionals are committed to providing clients the best data and analysis with which to make solid data-driven decisions. Taking a scientist-practitioner perspective, SWA professionals conduct model-based, evidence-driven research and consulting to provide the best answers and solutions to enhance our clients' mission and business objectives. SWA has competencies in measurement, data collection, analytics, data modeling, systematic reviews, validation, and evaluation.

For more information about SWA, our projects, and our capabilities, please visit our website ([www.swa-consulting.com](http://www.swa-consulting.com)) or contact Dr. Eric A. Surface ([esurface@swa-consulting.com](mailto:esurface@swa-consulting.com)) or Dr. Stephen J. Ward ([sward@swa-consulting.com](mailto:sward@swa-consulting.com)).

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## APPENDIX A: ABOUT THE LCNA PROJECT

In 2003-2004, the Special Operations Forces Language Office (SOFLO) sponsored the *SOF Language Transformation Strategy Needs Assessment Project* to inform the development of a language transformation strategy in response to a GAO report (2003). This *SOF Language Transformation Strategy Needs Assessment Project* collected current-state information about language usage, proficiency, training, and policy issues (e.g., Foreign Language Proficiency Pay, FLPP) from SOF personnel, SOF unit leaders, and other personnel involved in SOF language. The project used multiple data collection methods and provided the SOFLO with valid data to develop a comprehensive language transformation strategy and advocate for the SOF perspective on language issues within the DoD community.

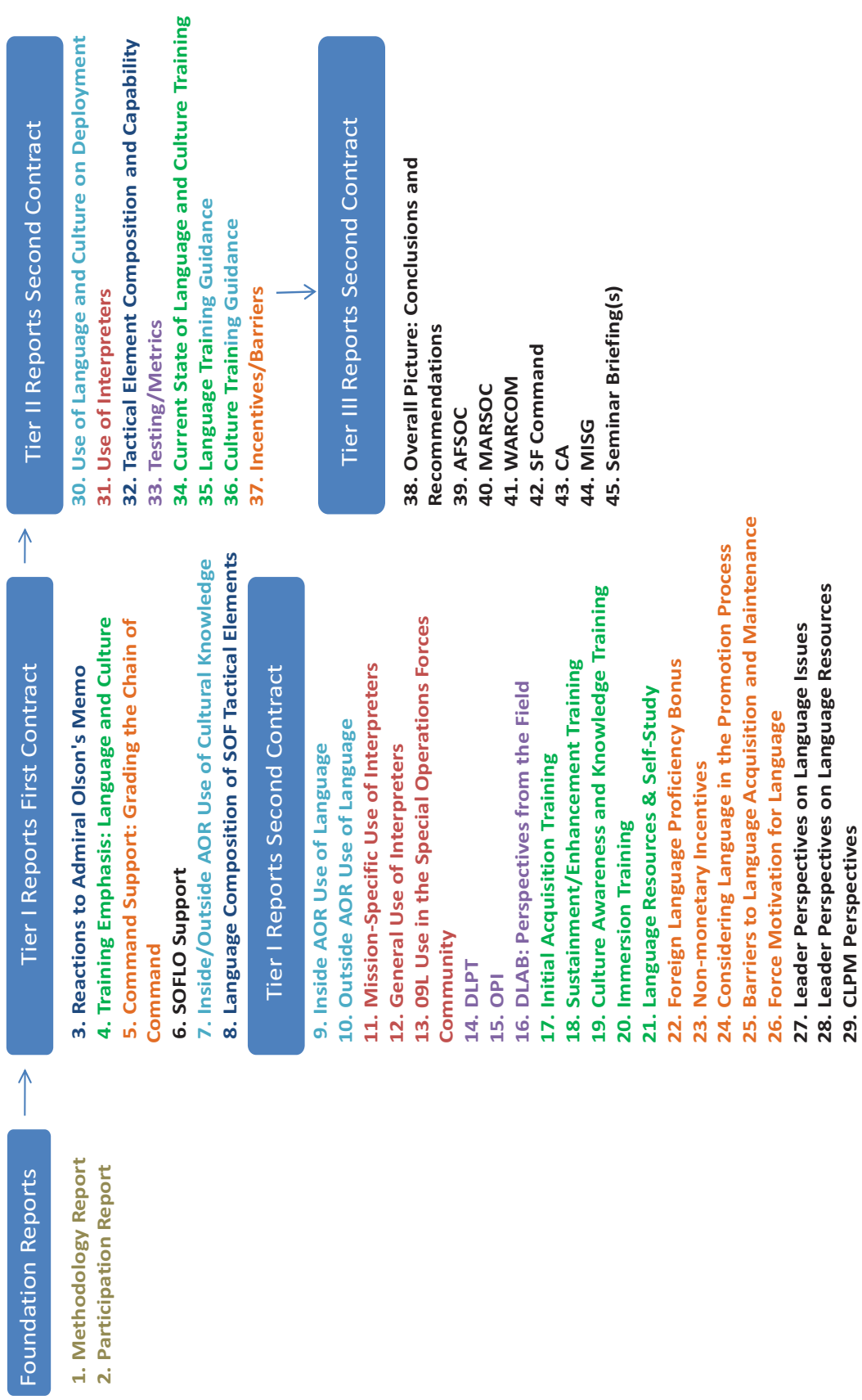
In a continuing effort to update knowledge of language and culture needs while informing strategic plan development, the SOFLO commissioned the *2009 SOF Language and Culture Needs Assessment Project* (LCNA) to reassess the language and culture landscape across the United States Special Operations Command (USSOCOM) and develop a strategy for the next five years. Data were collected between March and November, 2009 from personnel in the SOF community, including SOF operators and leaders. Twenty-three focus groups were conducted between March and June, 2009. A comprehensive, web-based survey for SOF operators and leaders was launched on 26 October and closed on 24 November, 2009.

This project's findings will be disseminated through reports and briefings (see Appendix A, p. 31, Figure 1). Two foundational reports document the methodology and participants associated with this project. The remaining reports are organized in three tiers. Twenty-five *Tier I* reports focus on specific, limited issues (e.g., *Inside AOR Use of Language*). *Tier II* reports integrate and present the most important findings across related *Tier I* reports (e.g., *Use of Language and Culture on Deployment*) while including additional data and analysis on the topic. Most, but not all, *Tier I* reports will roll into *Tier II* reports. One *Tier III* report presents the most important findings, implications, and recommendations across all topics explored in this project. The remaining *Tier III* reports present findings for specific SOF organizations [e.g., Air Force Special Operations Command (AFSOC), Special Forces (SF) Command]. All *Tier III* reports are associated with a briefing. Report topics were determined by the.

In June, 2009, the GAO reported that the Department of Defense is making progress toward transforming language and regional proficiency capabilities but still does not have a strategic plan in place to continue development that includes actionable goals and objectives. The findings from this study can be used by the SOFLO and leaders at USSOCOM to continue strategic planning and development in this area.

This project design, logistics, data collection, initial analysis and first eight reports of this project were conducted by SWA Consulting Inc. (SWA) under a subcontract with SRC (SR20080668 (K142); Prime # N65236-08-D-6805). The additional reports are funded under a separate contracting vehicle with Gemini Industries Inc. [GEM02-ALMBOS-0018 (10210SWA-1); Prime # USZA22-02-D-0015]. For questions or more information about the SOFLO and this project, please contact Mr. Jack Donnelly ([john.donnelly@socom.mil](mailto:john.donnelly@socom.mil)). For specific questions related to data collection or reports associated with this project, please contact Dr. Eric A. Surface ([esurface@swa-consulting.com](mailto:esurface@swa-consulting.com)) or Dr. Reanna Poncheri Harman ([rpcharman@swa-consulting.com](mailto:rpcharman@swa-consulting.com)) with SWA Consulting Inc.

Appendix A, Figure 1. Report Overview



Note: Foundation reports are referenced by every other report. Colors represent Tier I reports that roll (integrate) into an associated Tier II report. Reports in black are final reports on the topic but may be cited by other reports. Tier II reports roll into the Tier III reports. All Tier III reports include an associated briefing.

## APPENDIX B: METHODOLOGY

### Participants

#### *Focus Group Participants*

Twenty-three focus groups were conducted with 126 SOF personnel across the SOF community. Focus groups were conducted with the Air Force Special Operations Command (AFSOC), Marine Corps Forces Special Operations Command (MARSOC), Naval Special Warfare (WARCOM), and the United States Army Special Operations Command (USASOC; *Participation Report*, Technical Report #2010011003 provides further participant details). Section II of this report presents focus group discussions about participants' effective and ineffective experiences in sustainment/enhancement training (SET).

#### *Survey Participants*

Survey respondents received the SOF operator version of the SET items if they indicated one of the following SOF community roles:

- SOF Operator (e.g., SEAL team member, SF team member, etc.)
- SOF Operator assigned to other duty (e.g., recruiting)
- Currently in the training pipeline
- Military Intelligence (MI) Linguist or 09L assigned or attached to a SOF unit

Survey respondents received the Command Language Program (CLP) items if they indicated one of the following SOF community roles:

- SOF Unit Commander
- Command Language Program Manager (CLPM)
- Language office personnel

The focus of this report is on SOF operator and SOF leader perspectives of their SET programs and/or Command Language Programs (CLPs); therefore, respondents currently in the pipeline, MI Linguist/09L, language office personnel, CLPMs, and civilian perspectives are not included in this report. For further details on participation and attrition rates, please refer to the *Participation Report* (Technical Report #2010011003).

### Measures

#### *SOF Operators*

Three hundred-fifty nine SOF operators indicated the mode of instruction used in their most recent SET experience [i.e., language lab, Special Operations Forces Language Tele-training System (SOFTS), college classes, immersion, classroom (DLI), classroom (Unit/Command Language Program), classroom followed by immersion, language days/activities, tutoring, and other training methods]. Most SOF operators indicated one training method and 81 SOF operators indicated more than one training method.

Additionally, 15 SOF operators did not indicate any training method; however, their responses were included in analyses because they were similar to that of respondents who indicated at least one training method. Two respondents were removed from analyses after indicating the use of multiple training methods (i.e., 6 and 7, respectively) for their *most recent* SET experience, which calls into question the clarity of their responses.

All respondents who received the training method item subsequently received the following items:

- Did you have an instructor for your most recent sustainment/enhancement language training?
  - How effective was your instructor in developing your target language proficiency?
- How relevant was the curriculum to your mission requirements?
- When in language training, how frequently were you removed from training to perform other tasks/duties?
- Please rate the overall quality of the following: course/training, materials/curriculum, instructor, training environment, and instructional technology.
- How did your language proficiency change as a result of sustainment/enhancement training?
- After completing sustainment/enhancement training, how confident were you in your ability to use the target language?
- Overall, how useful was the training for your mission?
- Please provide any specific feedback you have related to improving sustainment/enhancement training.

### *SOF Leaders*

SOF leaders were asked if their unit has a CLP, and if yes, if they were in a position to comment on it. Two-hundred, fifty-nine (29%) leaders indicated, “*Yes, and I am in a position to comment on my unit’s CLP.*” Leaders who indicated, “*Yes, but I am NOT in a position to comment on my unit’s CLP*” (41%,  $n = 366$ ), “*No, my unit/command does not have a CLP*” (12%,  $n = 108$ ), and “*I don’t know/Not applicable*” (18%,  $n = 162$ ) were advanced to the next survey block and did not receive the SET items. Fifteen leaders indicated their units did not have SET and, therefore, their responses were excluded from analyses because they were not based on the specific training type that is the focus of this report.

Respondents who indicated, “*Yes, and I am in a position to comment on my unit’s CLP,*” received the following items:

- Please indicate which of the following are available at your unit’s CLP. [Check all that apply]: Classroom instruction; one-on-one tutoring; resources for self-paced instruction with CDs, tapes, etc.; SOFTS courses
- Please rate the overall quality of the following aspects of language training in your CLP: materials/curriculum, instructors, training environment, instructional technology, and resources for self-paced instruction.
- When in language training, how frequently are SOF operators removed from training to perform other tasks/duties?
- How satisfied are you with the overall quality of your CLP?
- What is the best aspect of your CLP?

- What one aspect would you want to change the most regarding your CLP?

### **Analyses**

All closed-ended items were analyzed using a combination of descriptive and inferential statistics. Inferential statistics (e.g., analysis of variance, t-tests) were used to determine if any observed differences are likely to exist in the larger population of interest. The groups compared included:

- SOF operators vs. SOF leaders
- USASOC Units

For qualitative data (i.e., open-ended comments), raters created a content code (i.e., theme) list based on available responses for each item. A primary rater then coded each response and a secondary rater coded 30% of the responses. Raters determined the consistency of codes and discussed any disagreements to consensus. The frequency of occurrence for each theme is presented in this report. A similar process was used to code the focus group data.

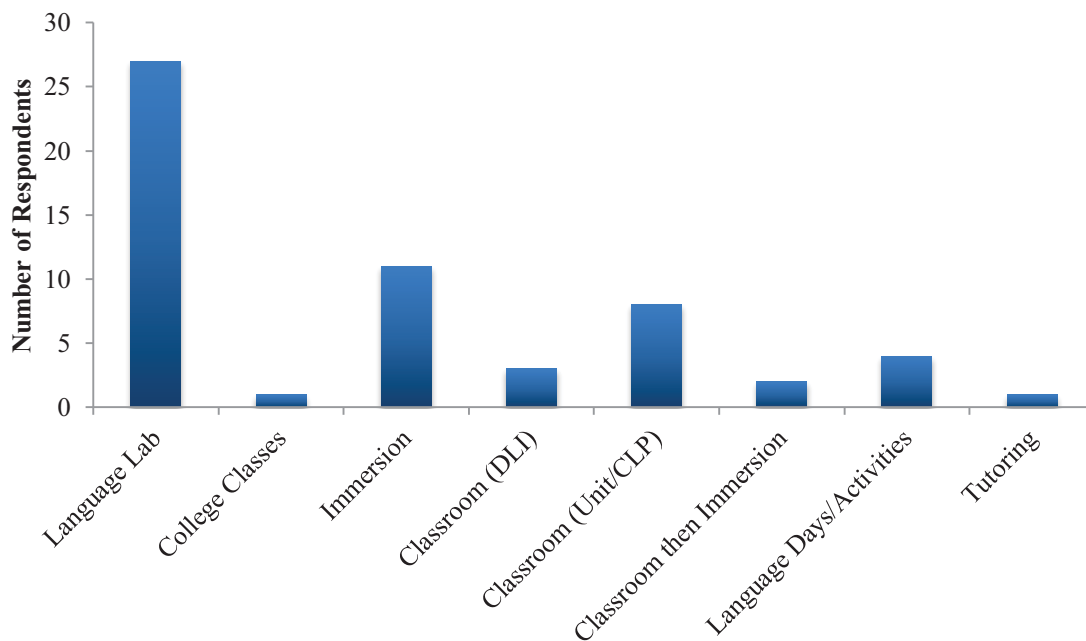
For further details on these methods please refer to the *Methodology Report* (Technical Report #2010011002).

### APPENDIX C: 4<sup>th</sup> MISG Detailed Information

Forty-eight 4<sup>th</sup> MISG SOF operators described their most recent SET experience. Most 4<sup>th</sup> MSIG operators ( $n = 27$ ) received training at the language lab. Eleven operators received immersion training and eight indicated their training took place in the classroom at their unit. A small number indicated receiving training from other sources (Appendix C, Figure 1, p. 35).

Forty-four<sup>15</sup> 4<sup>th</sup> MISG leaders indicated their unit provides SET and provided information about their CLP. 4<sup>th</sup> MISG leaders indicated their CLP also offered other types of training, including: IAT ( $n = 10$ , 23%), pre-deployment in normal AOR languages ( $n = 36$ , 82%) and pre-deployment for languages outside of the normal AOR languages ( $n = 22$ , 50%). As for the mode (i.e., method) of instruction, 89% of 4<sup>th</sup> MISG leaders ( $n = 39$ ) indicated their CLP offered one-on-one tutoring and 84% ( $n = 37$ ) indicated their unit offered classroom instruction. Furthermore, 86% ( $n = 38$ ) indicated their CLP offered self-paced instruction (CDs, tapes, etc.), while 14% ( $n = 6$ ) indicated their CLP offered SOFTS courses.

Appendix C, Figure 1. Training Method of Most Recent SET Experience



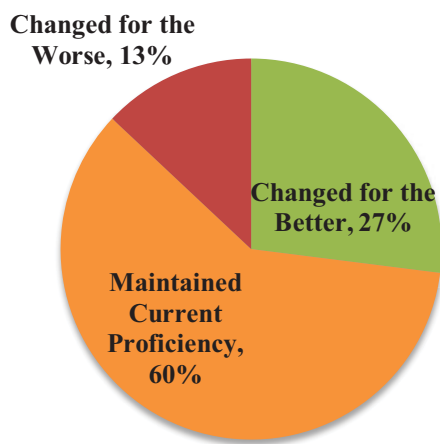
Note.  $n = 53$ . 4<sup>th</sup> MISG operators were able to select more than one training method, and, therefore, the number of responses may not equal the number of respondents.

<sup>15</sup> Three 4<sup>th</sup> MISG leaders did not indicate that their unit offered SET and thus were excluded from further analyses in this report. See Appendix B, p. 32, Methodology, for further information.

#### 4<sup>th</sup> MISG Operator Perspectives on Most Recent SET Experience

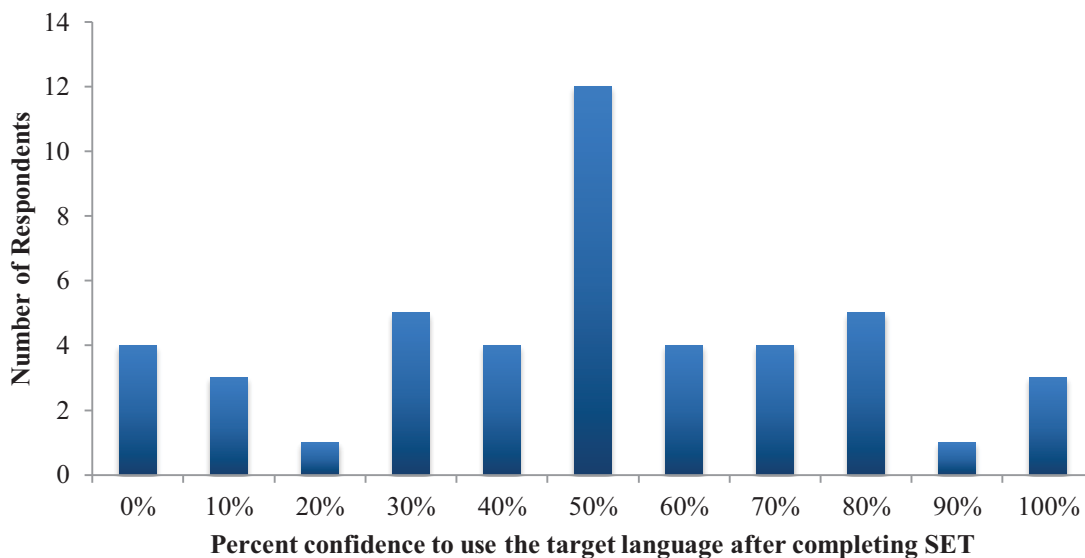
Overall, 60% ( $n = 29$ ) of 4<sup>th</sup> MISG operators reported that they *maintained* their current language proficiency during SET, while 27% ( $n = 13$ ) reported that their proficiency *changed for the better*. Thirteen percent ( $n = 6$ ) indicated that their proficiency *changed for the worse* due to their most recent SET experience (Appendix C, Figure 2, p. 36). Additionally, most 4<sup>th</sup> MISG operators were 50% confident in their ability to use the target language after participating in SET (Appendix C, Figure 3, p. 36).

Appendix C, Figure 2. Language Proficiency Change after Most Recent SET Experience



Note.  $n = 48$ ; 4<sup>th</sup> MISG operator responses only.

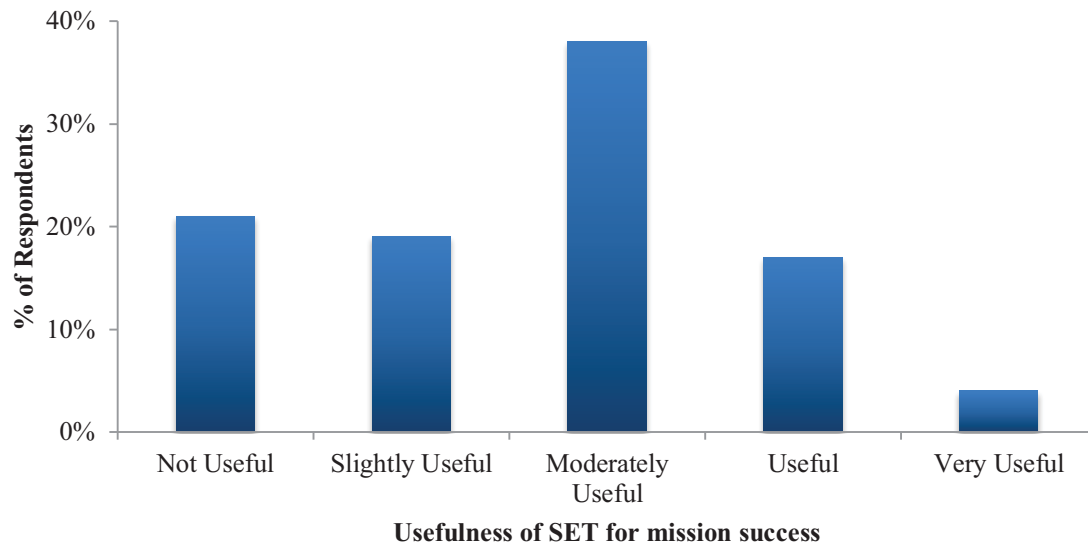
Appendix C, Figure 3. Confidence in Ability to Use the Target Language after Participating in SET



Note.  $n = 46$ ,  $M = 5.93$ , with 1 = 0% confident to 11 = 100% confident; 4<sup>th</sup> MISG operator responses only.

4<sup>th</sup> MISG operators indicated the usefulness of their most recent SET experience. Most 4<sup>th</sup> MISG operators indicated that their training was *moderately useful* ( $M = 2.64$ ,  $n = 47$ ; Appendix C, Figure 4, p. 37).

Appendix C, Figure 4. Usefulness of SET for Mission Success



Note.  $n = 47$ ,  $M = 2.64$ .

4<sup>th</sup> MISG operators rated several characteristics of their most recent SET experience (Appendix C, Table 1, p. 38). Instructors were rated the highest ( $M = 3.12$ ,  $n = 42$ ) and materials/curriculum were rated the lowest ( $M = 2.52$ ,  $n = 42$ ), although most ratings were *fair to good*. Additionally, 83% of operators whose training experience included instructors, indicated their instructor was *slightly effective to moderately effective* ( $M = 2.93$ ,  $n = 40$ ; Appendix C, Figure 5, p. 39).

When examining 4<sup>th</sup> MISG operators' most frequent training method, language lab, operators rated the instructor as the highest ( $M = 2.83$ ,  $n = 24$ ) and the course/training as the lowest ( $M = 2.29$ ,  $n = 24$ ). As a whole, language lab received lower ratings across all characteristics (Appendix C, Table 2, p. 38).

Appendix C, Table 1. 4<sup>th</sup> MISG Operator Ratings of SET Characteristics (All Training Methods)

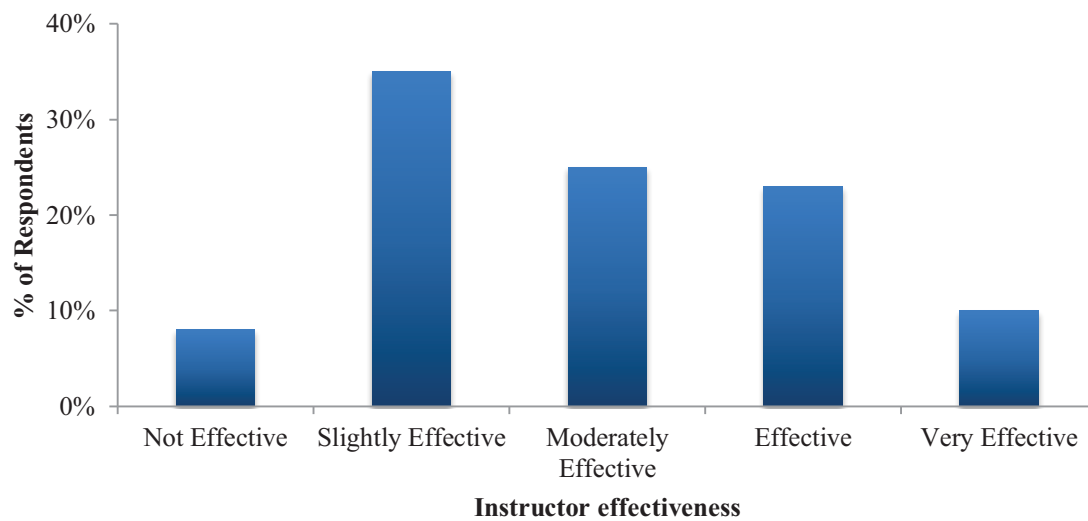
Item	n	Mean	Poor	Fair	Good	Very good	Excellent
Instructor	42	3.12	7%	26%	29%	24%	14%
Training environment	44	2.73	14%	30%	36%	11%	9%
Course/training	42	2.62	10%	43%	29%	14%	5%
Instructional technology	43	2.60	14%	37%	30%	12%	7%
Materials/curriculum	42	2.52	17%	38%	24%	19%	2%

Note. Respondents used the following scale: 1 = *Poor*, 2 = *Fair*, 3 = *Good*, 4 = *Very good*, and 5 = *Excellent*. Rows may not add to 100% due to rounding error.

Appendix C, Table 2. 4<sup>th</sup> MISG Operator Ratings of Language Lab

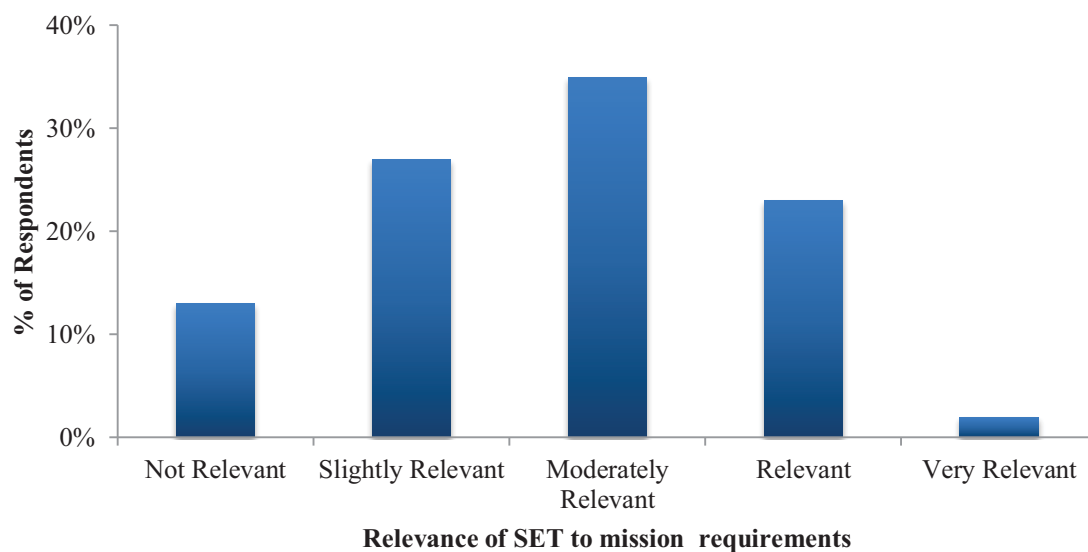
Item	n	Mean	Poor	Fair	Good	Very good	Excellent
Course/training	24	2.29	13%	50%	33%	4%	0%
Materials/curriculum	24	2.42	13%	46%	29%	13%	0%
Instructor	24	2.83	8%	33%	33%	17%	8%
Training environment	26	2.35	15%	38%	42%	4%	0%
Instructional technology	25	2.40	12%	48%	28%	12%	0%

Note. Respondents used the following scale: 1 = *Poor*, 2 = *Fair*, 3 = *Good*, 4 = *Very good*, and 5 = *Excellent*. Rows may not add to 100% due to rounding error.

*Appendix C, Figure 5. Instructor Effectiveness Ratings*

Note.  $n = 40$ ,  $M = 2.93$ ; 4<sup>th</sup> MISG operator responses only.

4<sup>th</sup> MISG operators indicated the relevance of their curriculum in relation to their mission requirements. Most operators indicated their curriculum was *moderately relevant* to their mission requirements ( $M = 2.75$ ,  $n = 48$ ; Appendix C, Figure 6, p. 39).

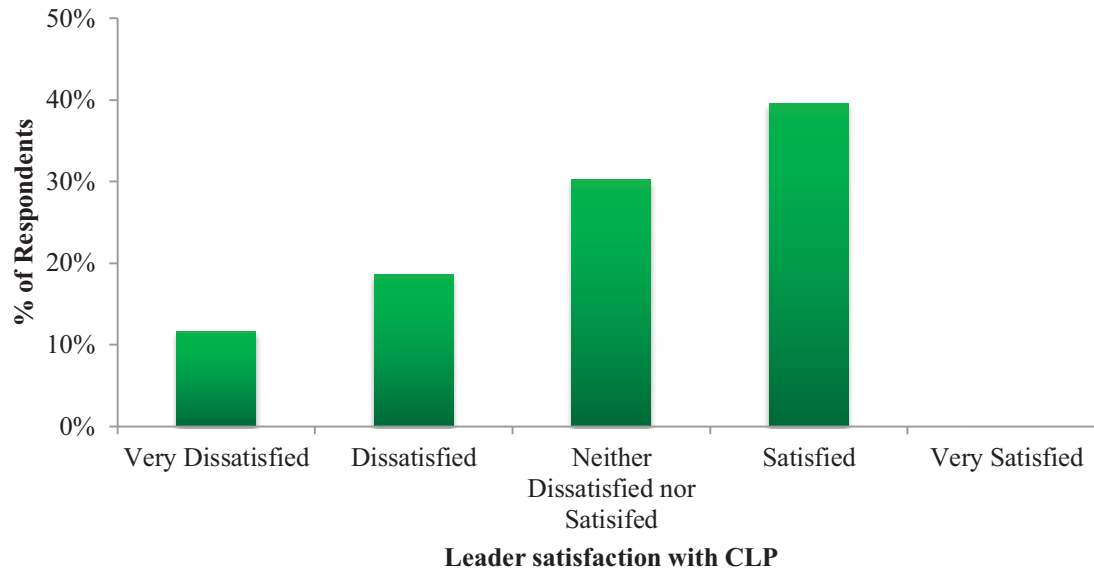
*Appendix C, Figure 6. Relevance of SET Curriculum to Mission Requirements*

Note.  $n = 48$ ,  $M = 2.75$ .

#### 4<sup>th</sup> MISG Leader Perspectives on Their CLP

4<sup>th</sup> MISG leaders rated their overall satisfaction with the quality of their unit's CLP. Almost 40% were *satisfied*, while 30% expressed some level of dissatisfaction (Appendix C, Figure 7, p. 40). An additional 30% were *neither satisfied nor dissatisfied* and no leader indicated being *very satisfied* with their CLP.

Appendix C, Figure 7. 4<sup>th</sup> MISG Leader Satisfaction with the Overall Quality of their CLP



Note.  $n = 43$ ,  $M = 2.98$ .

4<sup>th</sup> MISG leaders evaluated characteristics of their CLP's language training program at 4<sup>th</sup> MISG (Appendix C, Table 3, p. 41). Similar to 4<sup>th</sup> MISG operator ratings, instructors were rated the highest ( $M = 3.40$ ,  $n = 43$ ), between *good* and *very good*, and the instructional technology was rated between *fair* and *good* ( $M = 2.81$ ,  $n = 43$ ). Additionally, most leaders rated the materials and curriculum as *good* ( $M = 2.91$ ,  $n = 44$ ).

Appendix C, Table 3. 4<sup>th</sup> MISG Leader Ratings of CLP Characteristics

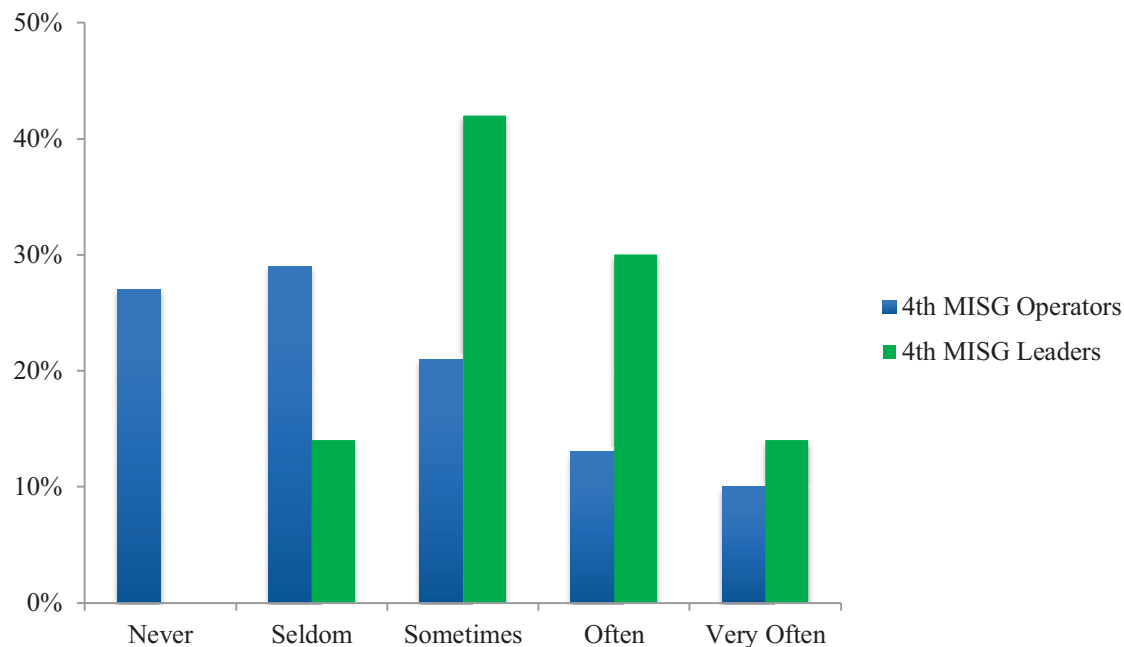
Item	n	Mean	Poor	Fair	Good	Very good	Excellent
Instructors	43	3.40	0%	16%	35%	42%	7%
Materials/curriculum	44	2.91	5%	25%	45%	25%	0%
Resources for self-paced instruction	44	2.89	11%	20%	39%	27%	2%
Training environment	44	2.82	14%	25%	30%	30%	2%
Instructional technology	43	2.81	9%	30%	33%	26%	2%

Note. Respondents used the following scale: 1 = *Poor*, 2 = *Fair*, 3 = *Good*, 4 = *Very good*, and 5 = *Excellent*. Rows may not add to 100% due to rounding error.

*Removal from Language Training*

4<sup>th</sup> MISG operators and leaders reported how often operators were removed from language training to perform other tasks and duties (Appendix C, Figure 8, p. 42). 4<sup>th</sup> MISG leaders perceived that 4<sup>th</sup> MISG operators are removed from language training more than 4<sup>th</sup> MISG operators,  $t(84.05) = 4.03, p < .01$ , such that operators averaged between *seldom* to *sometimes* ( $M = 2.50, n = 48$ ), while leaders indicated operators are removed between *sometimes* to *often* ( $M = 3.44, n = 43$ ).

*Appendix C, Figure 8. 4<sup>th</sup> MISG Operator and Leader Perspectives of Operators being removed from Language Training to Perform Other Tasks/Duties*



*Note.* 4<sup>th</sup> MISG operator  $n = 48, M = 2.50$ ; 4<sup>th</sup> MISG leader  $n = 43, M = 3.44$ . Mean for 4<sup>th</sup> MISG leaders was significantly higher than mean for 4<sup>th</sup> MISG operators.

### *Open-Ended Comments*

4<sup>th</sup> MISG operators and leaders provided open-ended comments about their SET. 4<sup>th</sup> MISG leaders ( $n = 34$ ) provided more comments than operators ( $n = 6$ ).

4<sup>th</sup> MISG operators provided feedback on their most recent SET experience. Most operators provided suggestions to improve their unit's CLP/SET and suggested the need for immersion training. Appendix C, Table 4, p. 43, presents comment code frequencies with exemplar comments (See Appendix J for comment code definitions).

*Appendix C, Table 4. Exemplar 4<sup>th</sup> MSIG Operator Comments*

<b>Positive comments about CLP/SET (<math>n = 2</math>)</b>
General positive comment about CLP/SET
<i>"I enjoyed the immersion training."</i>
<b>Negative comments about CLP/SET (<math>n = 4</math>)</b>
General negative comment about CLP/SET
<i>"No one looks forward to language lab days."</i>
<b>Suggestions for CLP/SET improvement (<math>n = 8</math>)</b>
Provide immersion training
<i>"After training, personnel should be sent to language immersion, preferably working in US embassies overseas."</i>
Smaller classes/study groups
<i>"Also, the classroom portion of immersion training should be done in classes with no more than three soldiers."</i>
Restrict training opportunities to motivated personnel
<i>"Personnel must volunteer, not ordered to go for language training."</i>

4<sup>th</sup> MISG leaders also provided comments about the best aspects of their CLP and what aspects they would want to change (see Appendix J, pp. 113-119 for comment code definitions). The most common positive comments were about instructors, the availability/scheduling flexibility, and the training facilities. The most frequent comments suggesting improvement and changes to their CLP were to provide more time for training and protection of training time by leadership. Appendix C, Table 5 p. 44 provides the frequencies for each comment code and Appendix C, Table 6, p. 45, provides exemplar open-ended comments from 4<sup>th</sup> MISG leaders.

Appendix C, Table 5. 4<sup>th</sup> MISG's Comment Theme Frequencies

	Overall	Operators	Leaders
<b>Positive comments about CLP/SET</b>			
Comments about instructors	11	0	11
CLP/SET is available/accessible/flexible	8	0	8
Facilities (including physical location)	6	0	6
Tutoring/one-on-one instruction available	4	0	4
Management/staff/administration	4	0	4
General positive comment about CLP/SET (e.g., overall training quality; it's good that they even have a program)	4	1	3
Materials/resources	3	0	3
No suggested changes to CLP/SET	3	0	3
Scheduled/protected time for training	2	0	2
Addresses unit/SOF operator needs/goals (e.g., dialect, modalities, grammar)	1	1	0
<b>Negative comments about CLP/SET</b>			
General negative comment about CLP/SET	3	1	2
Not enough time to train/time to attend CLP/SET	2	1	1
Class/group size are too large	2	1	1
Focused on required or official AOR language/did not provide training for languages used in current deployment locations	1	1	0
<b>Suggestions for CLP/SET improvements</b>			
Suggestions for providing more time for CLP/SET opportunities	10	1	9
More command emphasis (e.g., command protects training time)	6	0	6
Provide immersion training	4	2	2
Remove distracters (e.g., don't allow SOF operators to be pulled out of training)	3	0	3
Better facilities/study environment	3	0	3
Better resources/technology/materials	3	0	3
Smaller classes/study groups	3	1	2
Change training focus (e.g., vocabulary, modalities) to cater to SOF operator needs	3	1	2
Hire better quality instructors/tutors	3	1	2
Command accountability (e.g., tracking sheet, SOF operators' proficiency scores reflection of command performance)	1	0	1
More funding	1	0	1
Restrict training opportunities to motivated personnel	1	1	0
Integrate language training with other training	1	0	1
Provide incentive (e.g., money, promotional points)	1	1	0
Other suggestions	1	0	1

Note. Some comments contained multiple themes. Therefore, the total number of codes assigned may be greater than the total number of comments.

Appendix C, Table 6. Exemplar 4<sup>th</sup> MISG Leader Comments

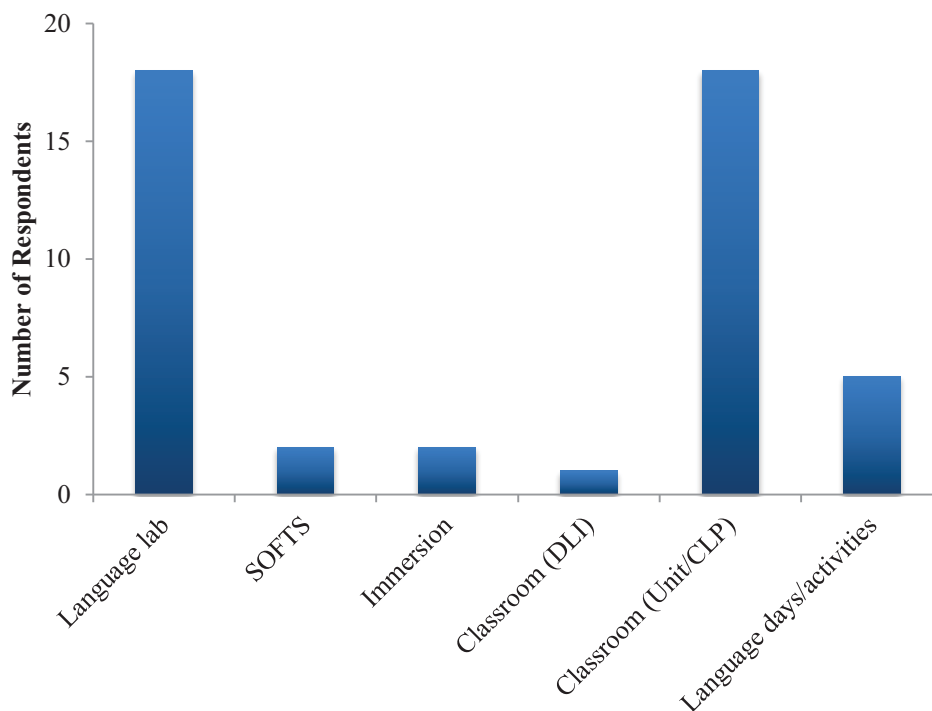
<b>Positive comments about CLP/SET (n = 44)</b>
Comments about instructors
<i>"The instructors are exceptional people who honestly care that we do well."</i>
CLP/SET is available/accessible/flexible
<i>"Instructors are available at the language lab several times a week for help"</i>
Facilities (including physical location)
<i>"It's in a convenient location close to the majority operational forces"</i>
Management/staff/administration
<i>"Competent instructors with decent materials are coupled with an administration that is will to explore a wide range of language training endeavors."</i>
<b>Negative comments about CLP/SET (n = 4)</b>
Focused on required or official AOR language/did not provide training for languages used in current AOR deployment locations
<i>"None, not offered for my language."</i>
Not enough time to train/time to attend CLP/SET
<i>"Optempo has an effect on the amount of training our operators receive"</i>
<b>Suggestions for CLP/SET improvement (n = 36)</b>
Suggestions for providing more time for CLP/SET opportunities
<i>"Ruthlessly protect the time blocked off for CLP training; increase the time spent in CLP Training..."</i>
More command emphasis (e.g., command protects training time)
<i>"Command emphasis and building the language training into training calendars."</i>
Remove distracters (e.g., don't allow SOF operators to be pulled out of training)
<i>"Dedicate more time, without distractors, for training."</i>

## APPENDIX D: 95th CA BDE DETAILED INFORMATION

Forty-one 95th CA Bde operators described their most recent SET experience. Most 95<sup>th</sup> CA Bde operators received training at either the language lab ( $n = 18$ ) or the unit/CLP's classroom ( $n = 18$ ). Five operators indicated using language days/activities and a small number indicated received training from other sources (Appendix D, Figure 1, p. 46).

Twenty-two<sup>16</sup> 95<sup>th</sup> CA Bde leaders indicated their unit provides SET and provided information about their CLP. 95<sup>th</sup> CA Bde leaders who indicated that their CLP provides SET indicated that their CLP also offered other types of training, including: IAT ( $n = 4$ , 18%), pre-deployment in normal AOR languages ( $n = 18$ , 82%), and pre-deployment for languages outside of the normal AOR languages ( $n = 10$ , 45%). Leaders were asked what resources were available at their CLP. One-hundred percent of leaders ( $n = 22$ ) indicated their CLP offered classroom instruction and 73% ( $n = 16$ ) indicated their unit offered self-paced instruction (CDs, tapes, etc.). Furthermore, 45% ( $n = 10$ ) indicated their CLP offered SOFTS courses, while 23% ( $n = 5$ ) indicated their CLP offered one-on-one tutoring.

Appendix D, Figure 1. Training Methods of Most Recent SET Experience



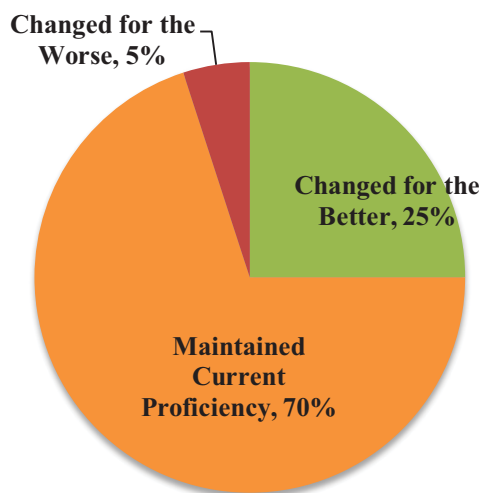
Note.  $n = 46$ . 95<sup>th</sup> CA Bde operators were able to select more than one training method. Therefore, the number of responses may not equal the number of respondents.

<sup>16</sup> Two 95<sup>th</sup> CA Bde leaders did not indicate that their unit offered SET and thus were excluded from further analyses in this report.

### 95<sup>th</sup> CA Bde Operator Perspectives on Most Recent SET Experience

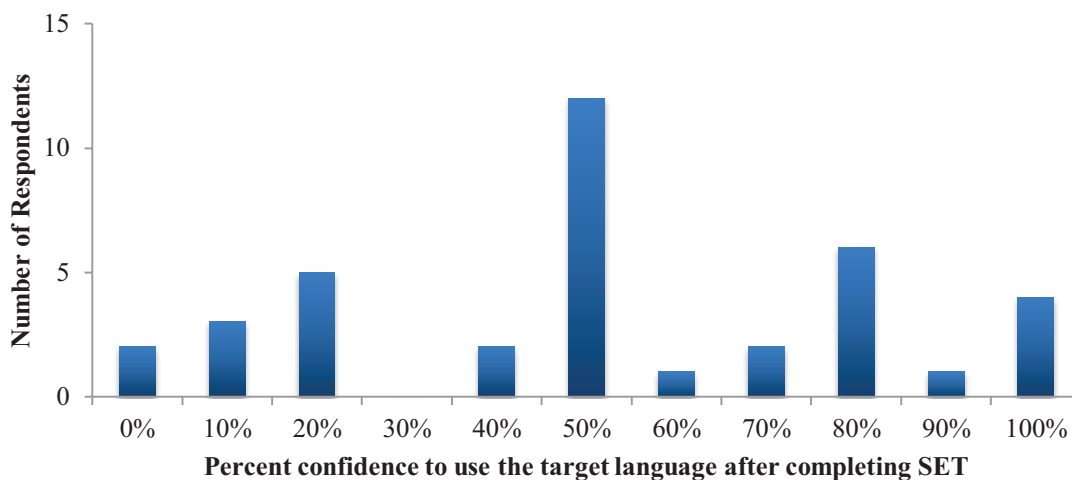
Overall, 70% ( $n = 28$ ) of 95<sup>th</sup> CA Bde operators maintained their current language proficiency during SET, while 25% ( $n = 10$ ) reported that their proficiency *changed for the better*. Five percent ( $n = 2$ ) indicated that their proficiency *changed for the worse* due to their most recent SET experience (Appendix D, Figure 2 p. 47). Additionally, most operators were only 50% confident in their ability to use the target language after participating in SET (Appendix D, Figure 3 p. 47).

Appendix D, Figure 2. Language Proficiency Change after Most Recent SET Experience



Note.  $n = 40$ ; 95<sup>th</sup> CA Bde operator responses only.

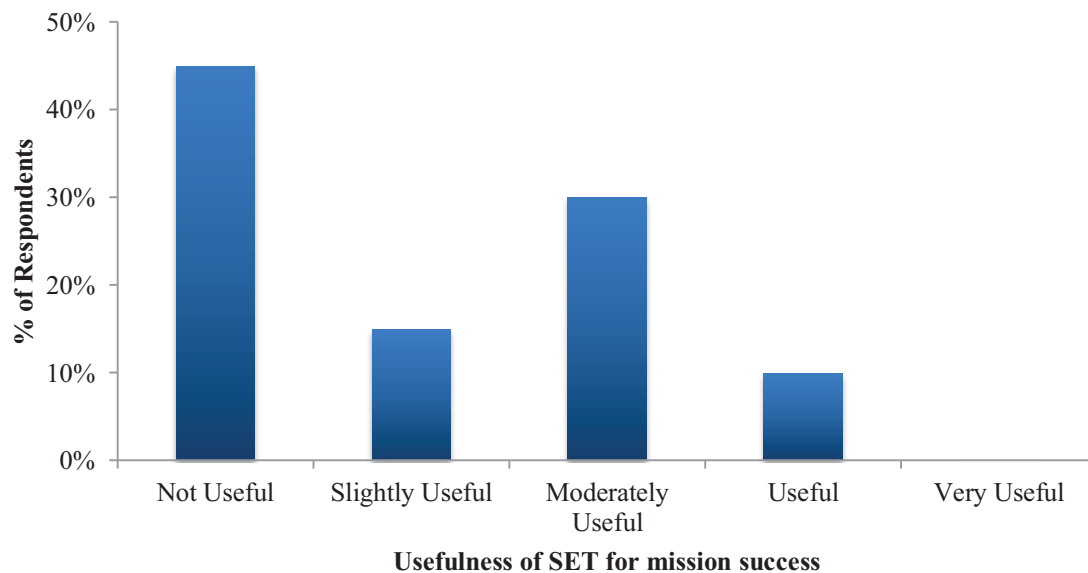
Appendix D, Figure 3. Confidence in Ability to Use the Target Language after Completing SET



Note.  $n = 38$ ,  $M = 6.21$ , with 1 = 0% confident to 11 = 100% confident; 95<sup>th</sup> CA Bde operator responses only.

95<sup>th</sup> CA Bde operators indicated the usefulness of their most recent SET experience. Most operators indicated that their training was *not useful* or *moderately useful* ( $M = 2.54$ ,  $n = 20$ ; Appendix D, Figure 4, p. 48).

Appendix D, Figure 4. Usefulness of SET for Mission Success



Note.  $n = 20$ ,  $M = 2.54$ .

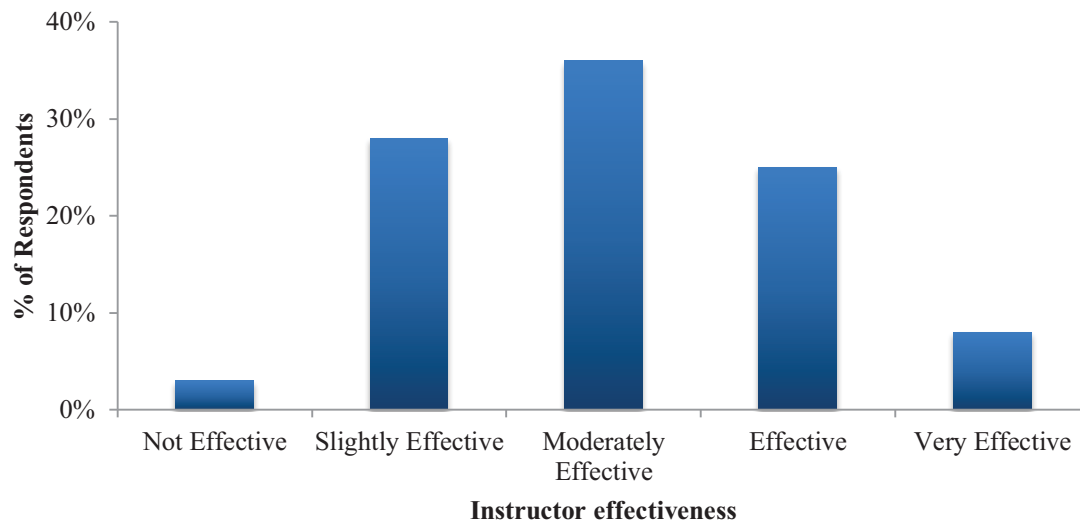
95<sup>th</sup> CA Bde operators rated several characteristics of their most recent SET experience (Appendix D, Table 1, p. 49). Instructors were rated the highest ( $M = 3.21$ ,  $n = 39$ ), and instructional technology was rated the lowest ( $M = 2.56$ ,  $n = 39$ ). Additionally, 90% of 95<sup>th</sup> CA Bde operators whose training experience included instructors, indicated their instructor was *moderately effective* ( $M = 3.08$ ,  $n = 36$ ; Appendix D, Figure 5, p. 50).

Appendix D, Table 1. 95<sup>th</sup> CA Bde Operator Ratings of SET Characteristics (All Training Methods)

<i>Item</i>	<i>n</i>	<i>Mean</i>	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Very good</i>	<i>Excellent</i>
<b>Instructor</b>	39	3.21	8%	13%	38%	33%	8%
<b>Training environment</b>	39	2.77	10%	36%	26%	23%	5%
<b>Materials/curriculum</b>	39	2.72	10%	36%	31%	18%	5%
<b>Course/training</b>	40	2.70	5%	50%	20%	20%	5%
<b>Instructional technology</b>	39	2.56	21%	26%	33%	18%	3%

*Note.* Respondents were presented the following scale: 1 = *Poor*, 2 = *Fair*, 3 = *Good*, 4 = *Very good*, and 5 = *Excellent*. Rows may not add to 100% due to rounding error.

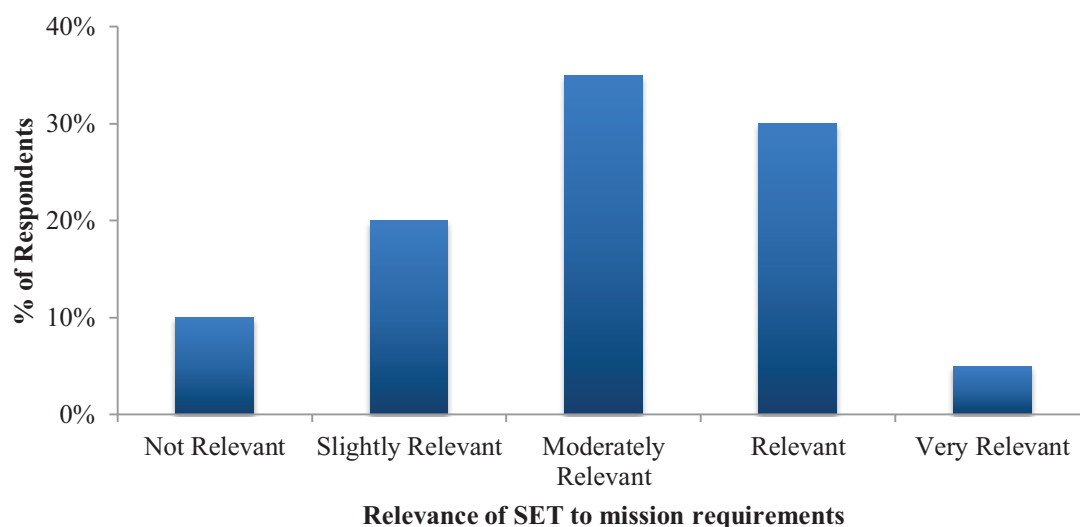
Appendix D, Figure 5. Instructor Effectiveness Ratings



Note.  $n = 36$ ,  $M = 3.08$ ; 95<sup>th</sup> CA Bde operator responses only.

95<sup>th</sup> CA Bde operators indicated the relevance of their curriculum in relation to their mission requirements. Most operators indicated their curriculum was *moderately relevant* to their mission requirements ( $M = 3.00$ ,  $n = 40$ ; Appendix D, Figure 6, p. 50).

Appendix D, Figure 6. Relevance of SET Curriculum to Mission Requirements

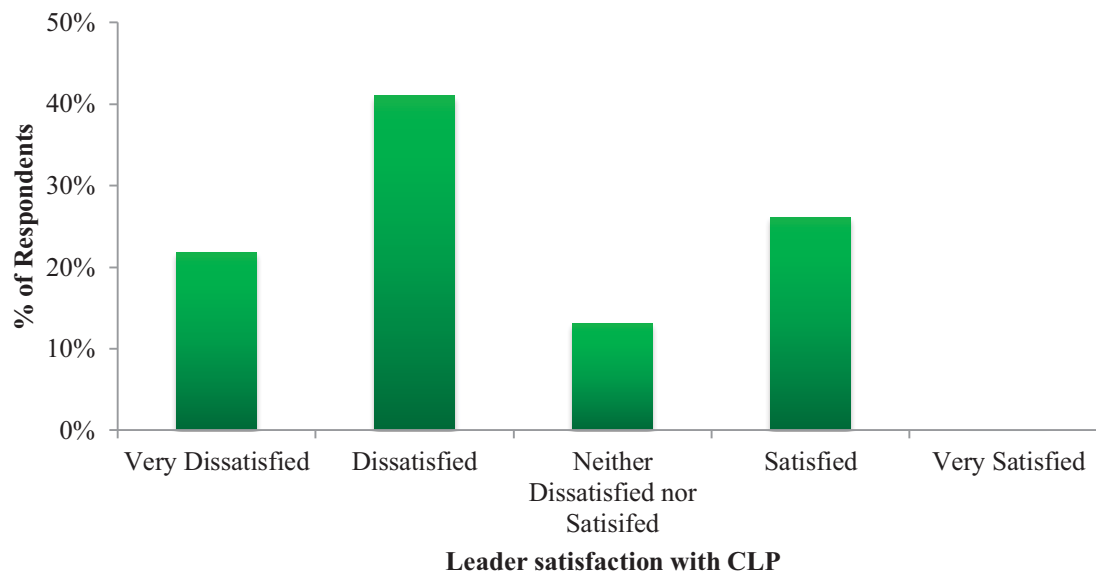


Note.  $n = 40$ ,  $M = 3.00$ ; 95<sup>th</sup> CA Bde operator responses only.

### 95<sup>th</sup> CA Bde Leader Perspectives on Their CLP

95<sup>th</sup> CA Bde leaders were asked to rate their overall satisfaction with the quality of their unit's CLP. Almost 60% were either *very dissatisfied* or *dissatisfied*, while 26% were *satisfied* with the quality of their CLP (Appendix D, Figure 7, p. 51). An additional 13% were neither *satisfied nor dissatisfied* and no leader indicated being *very satisfied* with their CLP.

Appendix D, Figure 7. Leader Satisfaction with the Overall Quality of their CLP



Note.  $n = 22$ ,  $M = 2.36$ .

95<sup>th</sup> CA Bde Leaders evaluated individual components of their CLP's language training program at 95<sup>th</sup> CA Bde (Appendix D, Table 2, p. 52). Instructors were rated the highest ( $M = 3.10$ ,  $n = 20$ ), between *good* and *very good*, and the training environment was rated the lowest, between *fair* and *good* ( $M = 2.43$ ,  $n = 21$ ).

Appendix D, Table 2. 95<sup>th</sup> CA Bde Leader Ratings of CLP Characteristics

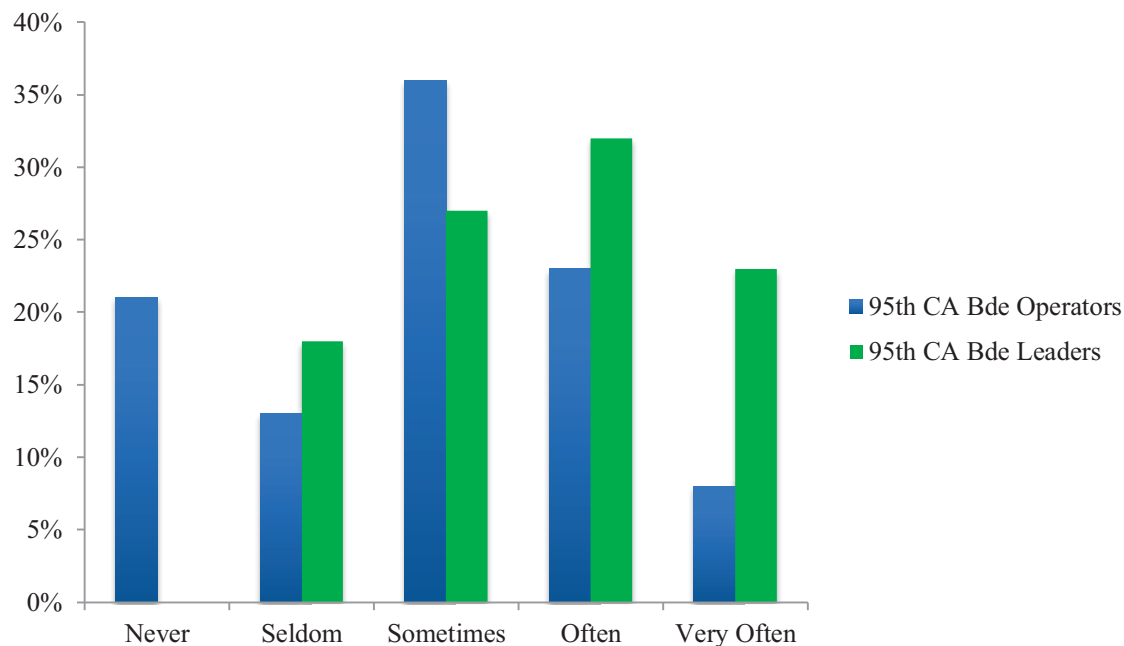
Item	n	Mean	Poor	Fair	Good	Very good	Excellent
Instructors	20	3.10	5%	20%	35%	40%	0%
Materials/curriculum	21	2.62	14%	29%	38%	19%	0%
Resources for self-paced instruction	21	2.57	24%	14%	43%	19%	0%
Instructional technology	21	2.48	19%	33%	33%	10%	5%
Training environment	21	2.43	33%	14%	33%	14%	5%

Note. Respondents were presented the following scale: 1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, and 5 = Excellent. Rows may not add to 100% due to rounding error.

*Removal from Language Training*

95<sup>th</sup> CA Bde operators and leaders reported how often SOF operators were removed from language training to perform other tasks and duties (Appendix D, Figure 8, p. 53). 95<sup>th</sup> CA Bde leaders perceived that 95<sup>th</sup> CA Bde operators are removed from language training more than 95<sup>th</sup> CA Bde operators,  $t(49.39) = 2.50, p < .05$ , such that leaders reported they are removed *sometimes* to *often* ( $M = 3.59, n = 22$ ), while operators indicated they are removed *seldom* to *sometimes* ( $M = 2.85, n = 39$ ).

*Appendix D, Figure 8. 95<sup>th</sup> CA Bde Operator and Leader Perspectives of Operators being removed from Language Training to Perform Other Tasks/Duties*



*Note.* 95<sup>th</sup> CA Bde operator  $n = 39, M = 2.85$ ; 95<sup>th</sup> CA Bde Leader  $n = 22, M = 3.59$ . The mean for 95<sup>th</sup> CA Bde leaders was significantly higher than the mean for 95<sup>th</sup> CA Bde operators.

### Open-Ended Comments

Both 95<sup>th</sup> CA Bde operators and leaders provided open-ended comments in regards to their SET. Seventeen operators provided comments and 13 leaders provided comments.

Some 95<sup>th</sup> CA Bde operators provided feedback on their most recent SET experience. Most operators provided suggestions for improving their SET experience, and the most common suggestions related to providing more time for training. Appendix D, Table 3, p. 54 presents comment code frequencies with exemplar comments (See Appendix J for comment code definitions).

### Appendix D, Table 3. Exemplar 95<sup>th</sup> CA Bde Operator Comments

<b>Positive comments about CLP/SET (n = 1)</b>
General positive comment about CLP/SET
<i>"SOFTS is great. It bridges the gap between the DLPT and an actual conversation."</i>
<b>Negative comments about CLP/SET (n = 7)</b>
Focused on required or official AOR language/did not provide training for all languages used in current outside AOR deployment locations
<i>"My target language is only rarely spoken in my unit's AOR."</i>
Not enough time to train/time to attend CLP/SET
<i>"I was unable to devote enough time studying my target language due to a pending deployment outside my AOR."</i>
<b>Suggestions for CLP/SET improvement (n = 13)</b>
Better facilities/study environment
<i>"remove the trainee from work environment to allow to use and benefit from the training."</i>
Change training focus (e.g., vocabulary, modalities) to cater to SOF operator needs
<i>"More focus on speaking and listening instead of grammar and reading."</i>
Integrate language training with other training
<i>"Language training should be 24/7 as part of regular training."</i>

95<sup>th</sup> CA Bde Leaders also provided comments about the best aspects of their CLP and what aspects they would want to change (see Appendix J for comment code definitions). The most common positive comments were about instructors and general positive comments about the CLP (Appendix D, Table 4, p. 55). The most frequent comments suggesting improvement and changes to their CLP were to provide more time for training, more command emphasis, more immersion training, and better facilities/studying environment (Appendix D, Table 5, p. 56).

Appendix D, Table 4. 95<sup>th</sup> CA Bde's Comment Theme Frequencies

	Overall	Operators	Leaders
<b>Positive comments about CLP</b>			
General positive comment about CLP/SET	5	1	4
Comments about instructors	4	0	4
CLP/SET is available/accessible/flexible	3	0	3
Materials/resources	2	0	2
No suggested changes to CLP/SET	2	0	2
Command emphasis on language in the CLP	1	0	1
Management/staff/administration	1	0	1
<b>Negative comments about CLP</b>			
Other (not related to CLP/SET)	3	3	0
Focused on required or official AOR language/did not provide training for languages used in current outside AOR deployment locations	3	2	1
Not enough time to train/time to attend CLP/SET	2	1	1
General negative comment about CLP/SET	2	1	1
Comments about instructors	1	0	1
Lack of command emphasis	1	0	1
<b>Suggestions for CLP/SET improvement</b>			
Suggestions for providing more time for CLP/SET opportunities	4	2	2
Better facilities/study environment	3	2	1
Provide immersion training	3	1	2
More command emphasis (e.g., command protects training time)	3	1	2
Offer sustainment opportunities/materials at varying proficiency levels (e.g., beginner, intermediate, advanced)	2	1	1
Train SOF operators in their official or required AOR language	2	0	2
Change training focus (e.g., vocabulary, modalities) to cater to SOF operator needs	2	1	1
Integrate language training with other training	1	1	0
Focus on languages used in current outside AOR deployment locations	1	1	0
Other suggestions	1	1	0
Command accountability (e.g., tracking sheet, SOF operators' proficiency scores reflection of command performance)	1	0	1
Hire better quality instructors/tutors	1	0	1
Remove distracters (e.g., do not allow SOF operators to be pulled from training)	1	0	1
More funding	1	0	1
Better resources/technology/materials	1	0	1
Integrate language training with other training	1	0	1
Offer formal instruction (e.g., DLI, college) or other off-site training (away from unit)	1	0	1

*Note.* Some comments contained multiple themes. Therefore, the total number of codes assigned may be greater than the total number of comments.

Appendix D, Table 5. Exemplar 95<sup>th</sup> CA Bde Leader Comments

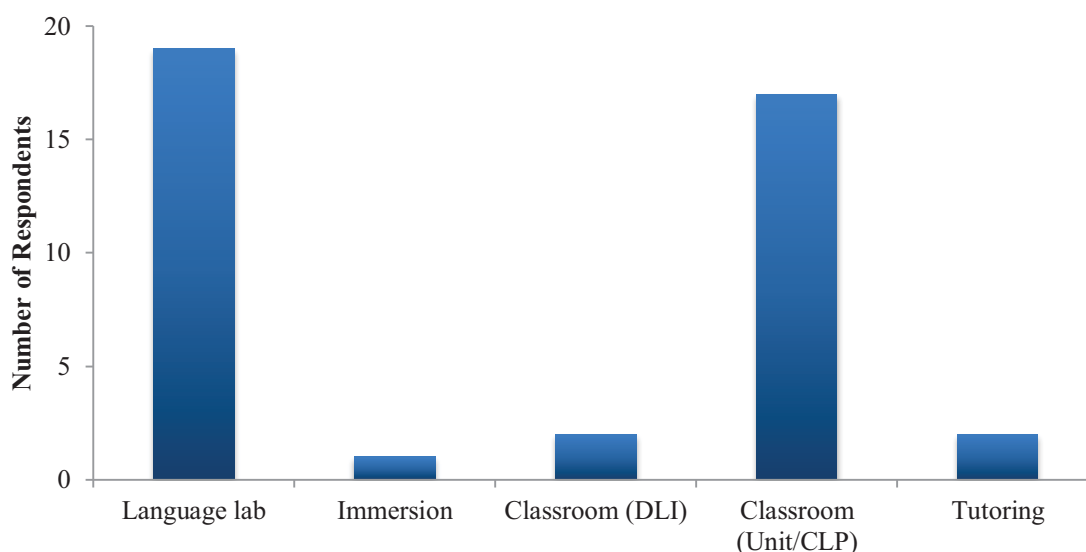
<b>Positive comments about CLP/SET (n = 17)</b>
Comments about instructors
<i>"The ability to get instructors to work with small groups of soldiers."</i>
CLP/SET is available/accessible/flexible
<i>"it is at the unit, convenient."</i>
Materials/resources
<i>"...the materials/technical equipment is excellent."</i>
<b>Negative comments about CLP/SET (n = 5)</b>
Lack of command emphasis
<i>"Read previous comments. Not enough emphasis..."</i>
Comments about instructors
<i>"The vetting of teachers because some teachers that come in aren't quality instructors."</i>
<b>Suggestions for CLP/SET improvement (n = 18)</b>
Suggestions for providing more time for CLP/SET opportunities
<i>"Need more time! We have less than 1:1 dwell ratio between deployments"</i>
More command emphasis (e.g., command protects training time)
<i>"more focus on Admiral Olsens memo"</i>
Remove distracters (e.g., don't allow SOF operators to be pulled out of training)
<i>"Our formal CLP is conducted only once a week for half a day. However, our battalion very frequently plans mandatory training during this block of time. If this is the only time that this CLP is available and our battalion is the only unit that is required to maintain proficiency in this language, it would seem reasonable that this time would be set aside for CLP."</i>

### APPENDIX E: 1<sup>st</sup> SFG Detailed Information

Thirty-four 1<sup>st</sup> SFG operators described their most recent SET experience. Most operators received training at either the language lab ( $n = 19$ ) or the unit/CLP's classroom ( $n = 17$ ). Additionally, a small number indicated received training from other sources (Appendix E, Figure 1, p. 57).

Eighteen 1<sup>st</sup> SFG leaders indicated their unit had SET and provided information about their CLP. 1<sup>st</sup> SFG leaders who indicated that their CLP provides SET, indicated that their CLP also offered other types of training, including pre-deployment for languages outside of the normal AOR languages ( $n = 16$ , 89%), pre-deployment in normal AOR languages ( $n = 15$ , 83%), and IAT ( $n = 6$ , 33%). Leaders were asked what resources were available at their CLP. One-hundred percent of 1<sup>st</sup> SFG leaders ( $n = 18$ ) indicated their CLP offered classroom instruction and 89% ( $n = 16$ ) indicated their unit offered self-paced instruction (CDs, tapes, etc.). Furthermore, 72% ( $n = 13$ ) indicated their CLP offered one-on-one tutoring, while 44% ( $n = 8$ ) indicated their CLP offered SOFTS courses.

Appendix E, Figure 1. Training Methods of Most Recent SET Experience

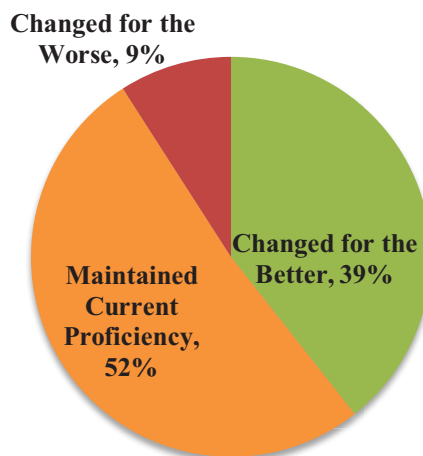


Note.  $n = 34$ . 1<sup>st</sup> SFG operators were able to select more than one training method. Therefore, the number of responses may not equal the number of respondents.

#### 1<sup>st</sup> SFG Operator Perspectives on Most Recent SET Experience

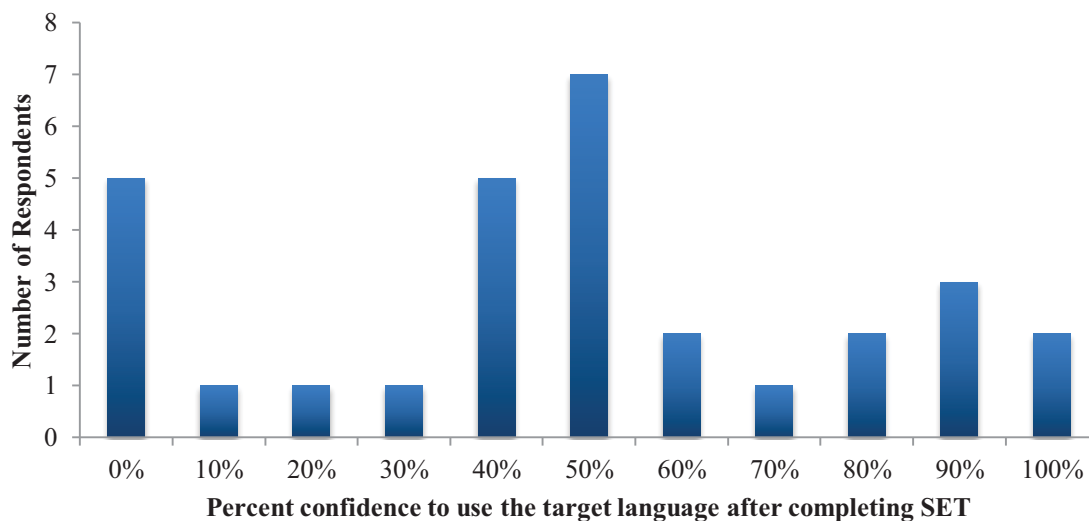
Overall, 52% ( $n = 17$ ) of 1<sup>st</sup> SFG operators *maintained* their current language proficiency during SET, while 39% ( $n = 13$ ) reported that their proficiency *changed for the better*. Nine percent ( $n = 3$ ) indicated that their proficiency *changed for the worse* due to their most recent SET experience (Appendix E, Figure 2, p. 58). Additionally, most 1<sup>st</sup> SFG operators were only 50% confident in their ability to use the target language after participating in SET (Appendix E, Figure 3, p. 58).

Appendix E, Figure 2. Language Proficiency Change after Most Recent SET Experience



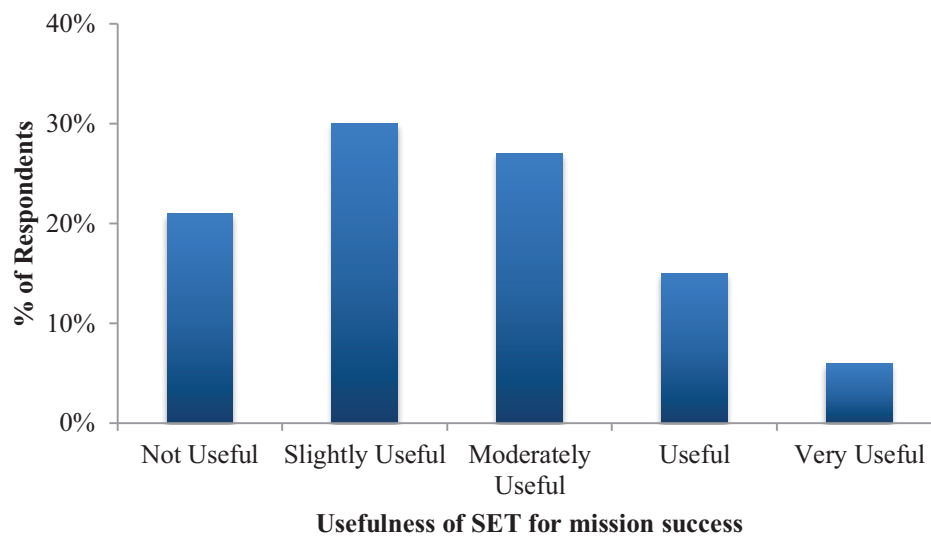
Note.  $n = 33$ ; 1<sup>st</sup> SFG operator responses only.

Appendix E, Figure 3. Confidence in Ability to Use the Target Language after Completing SET



Note.,  $n = 30$ ,  $M = 5.77$ , with 1 = 0% confident to 11 = 100% confident; 1<sup>st</sup> SFG operator responses only.

1<sup>st</sup> SFG operators indicated the usefulness of their most recent SET experience. Most operators indicated that their training was *slightly useful* to *moderately useful* ( $M = 2.55$ ,  $n = 30$ ; Appendix E, Figure 4, p. 59).

*Appendix E, Figure 4. Usefulness of SET for Mission Success*

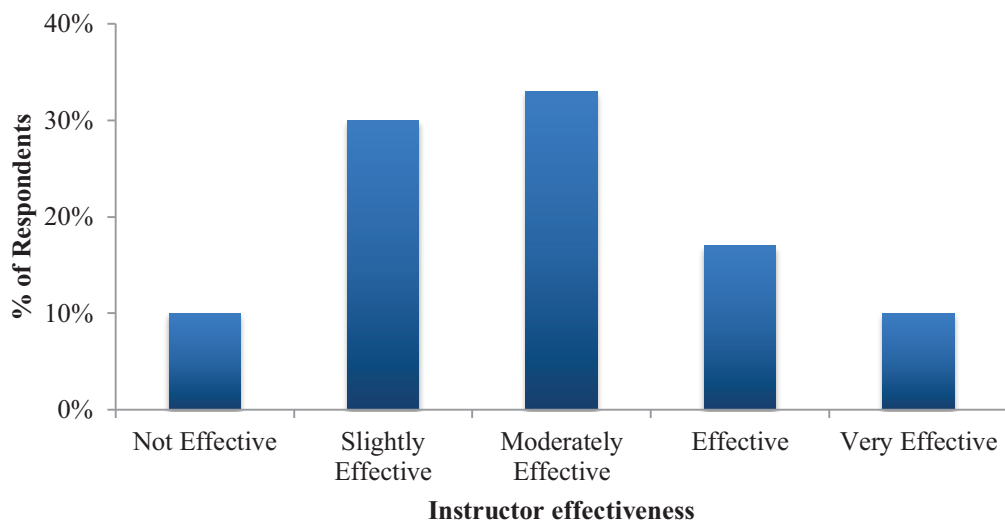
*Note.*  $n = 30$ ,  $M = 2.55$ ; 1<sup>st</sup> SFG operator responses only.

1<sup>st</sup> SFG operators rated several characteristics of their most recent SET experience (Appendix E, Table 1, p. 60). The training environment was rated the highest ( $M = 2.84$ ,  $n = 32$ ) and instructional technology was rated the lowest ( $M = 2.56$ ,  $n = 32$ ), between *fair* and *good*. Additionally, 88% of 1<sup>st</sup> SFG operators whose training experience included instructors, indicated their instructors were *slightly effective* to *moderately effective* ( $M = 2.87$ ,  $n = 30$ ; Appendix E, Figure 5, p. 61).

Appendix E, Table 1. 1<sup>st</sup> SFG Operator Ratings of SET Characteristics (All Training Methods)

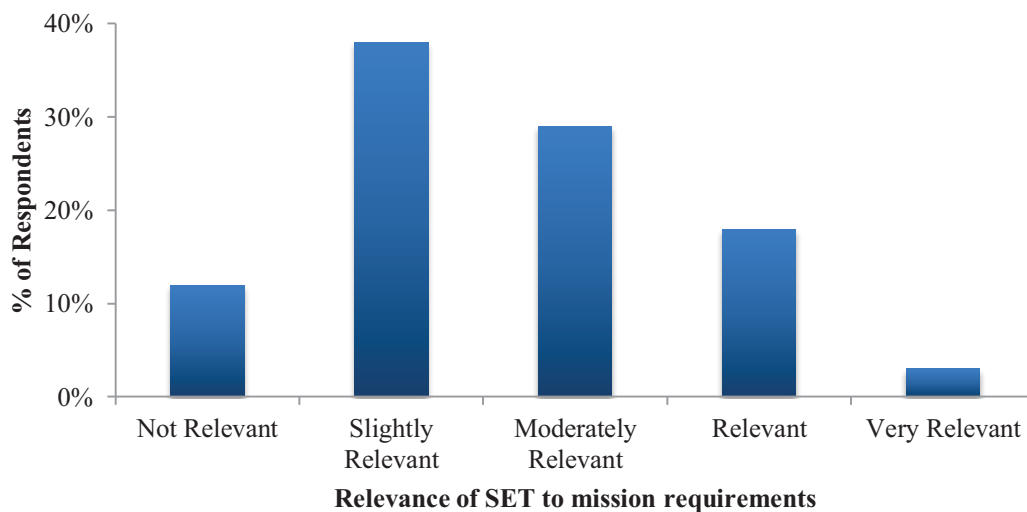
Item	n	Mean	Poor	Fair	Good	Very good	Excellent
Training environment	32	2.84	13%	25%	31%	28%	3%
Course/training	32	2.81	6%	31%	41%	19%	3%
Materials/curriculum	31	2.81	6%	35%	32%	23%	3%
Instructor	32	2.81	16%	25%	31%	19%	9%
Instructional technology	32	2.56	31%	16%	22%	28%	3%

Note. Respondents were presented the following scale: 1 = *Poor*, 2 = *Fair*, 3 = *Good*, 4 = *Very good*, and 5 = *Excellent*. Rows may not add to 100% due to rounding error.

*Appendix E, Figure 5. Instructor Effectiveness Ratings*

Note.  $n = 30$ ,  $M = 2.87$ ; 1<sup>st</sup> SFG operator responses only.

1<sup>st</sup> SFG operators indicated the relevance of their curriculum in relation to their mission requirements. Most operators indicated their curriculum was between *slightly relevant* to *moderately relevant* to their mission requirements ( $M = 2.62$ ,  $n = 34$ ; Appendix E, Figure 6, p. 61).

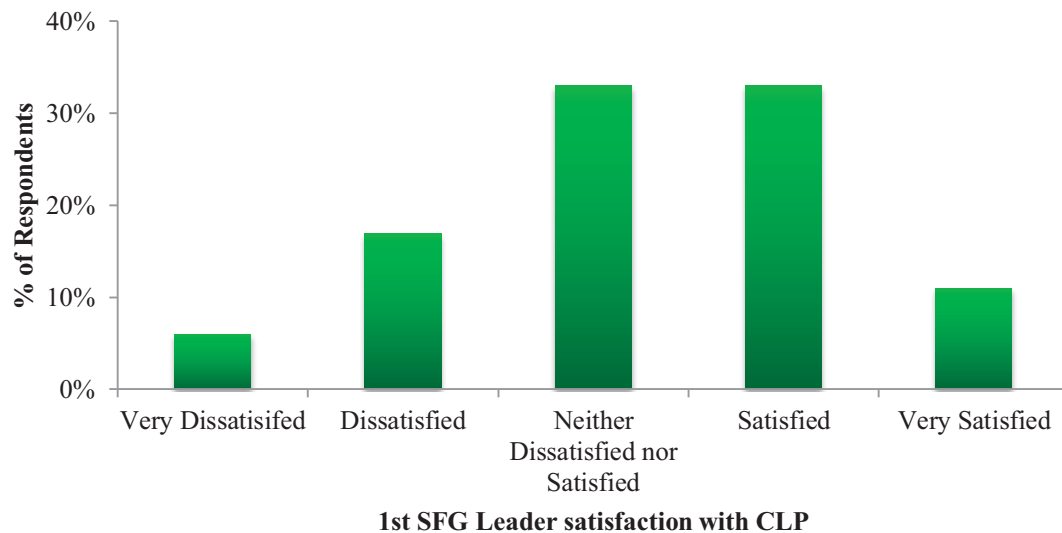
*Appendix E, Figure 6. Relevance of SET Curriculum to Mission Requirements*

Note.  $n = 34$ ,  $M = 2.62$ ; 1<sup>st</sup> SFG operator responses only.

### *1<sup>st</sup> SFG Leader Perspectives on Their CLP*

1<sup>st</sup> SFG leaders were asked to rate their overall satisfaction with the quality of their unit's CLP. Almost two-thirds were either *satisfied* or *neither dissatisfied nor satisfied* with the quality of their CLP (Appendix E, Figure 7, p. 62). An additional 11% were *very satisfied*, while 23% were either *dissatisfied* or *very dissatisfied* with their CLP.

*Appendix E, Figure 7. 1<sup>st</sup> SFG Leader Satisfaction with the Overall Quality of their CLP*



*Note.*  $n = 18$ ,  $M = 3.28$ .

1<sup>st</sup> SFG leaders evaluated individual characteristics of their CLP's language training program at 1<sup>st</sup> SFG (Appendix E, Table 2, p. 63). Instructors were rated the highest ( $M = 3.67$ ,  $n = 18$ ), between *good* and *very good*, and the training environment was rated the lowest, also between *good* and *very good* ( $M = 3.28$ ,  $n = 18$ ).

Appendix E, Table 2. 1<sup>st</sup> SFG Leader Ratings of CLP Characteristics

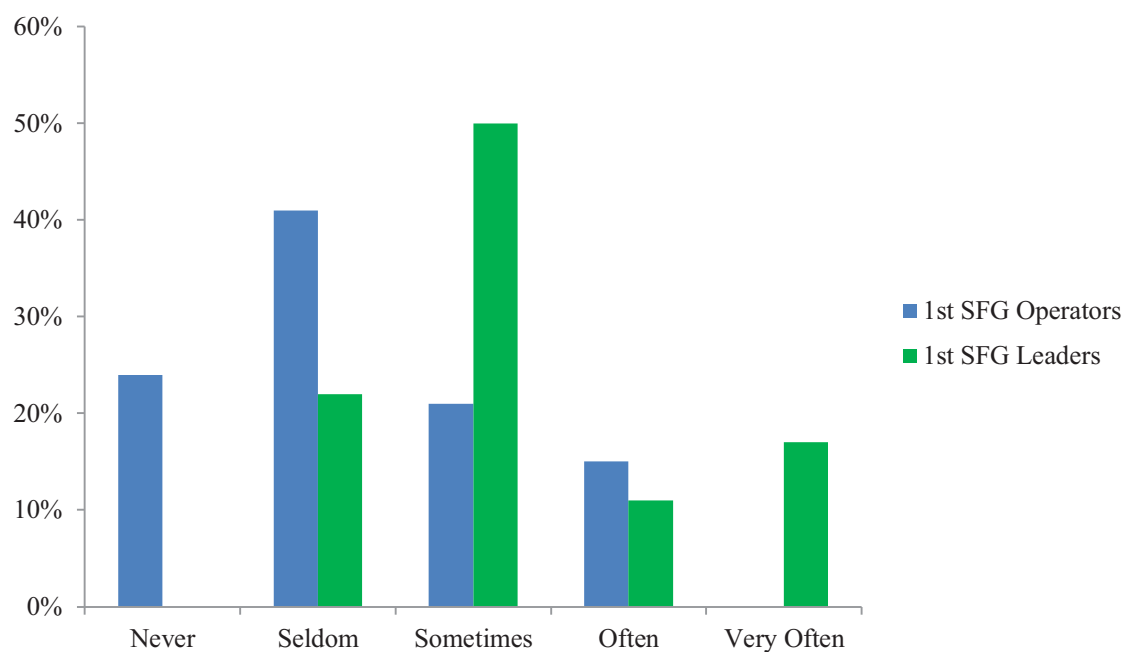
Item	n	Mean	Poor	Fair	Good	Very good	Excellent
Instructors	18	3.67	0%	11%	28%	44%	17%
Resources for self-paced instruction	18	3.56	0%	11%	44%	22%	22%
Instructional technology	18	3.50	0%	17%	33%	33%	17%
Materials/curriculum	18	3.50	0%	11%	44%	28%	17%
Training environment	18	3.28	11%	11%	33%	28%	17%

Note. Respondents were presented the following scale: 1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, and 5 = Excellent. Rows may not add to 100% due to rounding error.

*Removal from Language Training*

1<sup>st</sup> SFG operators and leaders reported how often 1<sup>st</sup> SFG operators were removed from language training to perform other tasks and duties (Appendix E, Figure 8, p. 64). 1<sup>st</sup> SFG leaders perceived that 1<sup>st</sup> SFG operators are removed from language training more than 1<sup>st</sup> SFG operators  $t(34.47) = 3.28, p < .01$ , such that leaders indicated *sometimes* to *often* ( $M = 3.22, n = 18$ ), while operators indicated *seldom* to *sometimes* ( $M = 2.26, n = 34$ ).

Appendix E, Figure 8. 1<sup>st</sup> SFG Operator and Leader Perspectives of 1<sup>st</sup> SFG Operators Being Removed from Language Training to Perform Other Tasks/Duties



Note. 1<sup>st</sup> SFG operator  $n = 34, M = 2.26$ ; 1<sup>st</sup> SFG leader  $n = 18, M = 3.22$ .

### Open-Ended Comments

1<sup>st</sup> SFG operators and leaders provided open-ended comments about their SET. 1<sup>st</sup> SFG Leaders ( $n = 14$ ) provided more comments than 1<sup>st</sup> SFG operators ( $n = 9$ ).

Some 1<sup>st</sup> SFG operators provided feedback relating to their most recent SET experience. The most frequent comments were suggestions for improving language, including adding more immersion training. Appendix E, Table 3, p. 65 presents comment code frequencies with exemplar comments (see Appendix J for comment code definitions).

### Appendix E, Table 3. Exemplar 1<sup>st</sup> SFG Operator Comments

<b>Positive comments about CLP/SET (<math>n = 2</math>)</b>
Addresses unit/operator needs/goals (e.g., dialect, modalities, grammar, vocabulary)
<i>"Again the instructors were not teachers but were merely native speakers. The program was good though as it was broken into capability specific classes."</i>
<b>Negative comments about CLP/SET (<math>n = 4</math>)</b>
Not enough time to train/time to attend CLP/SET
<i>"Live environment training/immersion was requested but denied at battalion level; perceived reason for denial was lack of trust in personnel to be in a foreign country without command supervision. LET/immersion is the best sustainment/enhancement training tool we have, but we are seldom, if ever, allowed to utilize it."</i>
General negative comment about CLP/SET
<i>"20 hours of Dari for a language rock like me is a waste of time."</i>
<b>Suggestions for CLP/SET improvement (<math>n = 7</math>)</b>
Provide immersion training
<i>"In my case, a better instructor. Additionally, for languages such as Chinese, sustainment should be more often because it is extremely perishable. Fort Lewis is also close to "China Town" in Seattle, WA which can be utilized as a mini immersion."</i>
Change training focus (e.g., vocabulary, modalities) to cater to operator needs/provide immersion training
<i>"Some portion of the training MUST BE CONDUCTED within the target country, either at a local university or else at a dedicated language training facility. Language immersion training MUST OCCUR; no other training even comes close."</i>
Integrate language training with other training
<i>"Language training should be 24/7 as part of regular training."</i>

1<sup>st</sup> SFG leaders also provided comments about the best aspects of their CLP and what aspects they would want to change (see Appendix J for comment code definitions). The most common positive comments were general positive comments about the CLP and the accessibility of the CLP (Appendix E, Table 4, p. 66). The most frequent comments suggesting improvement and changes to their CLP were to provide more time for training and to provide more immersion opportunities (Appendix E, Table 5, p. 67).

Appendix E, Table 4. 1<sup>st</sup> SFG's Comment Theme Frequencies

	Overall	Operators	Leaders
<b>Positive comments about CLP/SET</b>			
General positive comment about CLP/SET (e.g., overall training quality; it's good that they even have a program)	5	0	5
CLP/SET is available/accessible/flexible	3	0	3
Comments about instructors	2	1	1
Facilities (including physical location)	2	0	2
Funding	2	0	2
Addresses unit/operator needs/goals (e.g., dialect, modalities, grammar, vocabulary)	1	1	0
Management/staff/administration	1	0	1
Materials/resources	1	0	1
No suggested changes to CLP/SET	1	0	1
Scheduled/protected time for training	1	0	1
<b>Negative comments about CLP/SET</b>			
Not enough time to train/time to attend CLP/SET	4	1	3
General negative comment about CLP/SET	3	2	1
Management/staff/administration	1	1	0
<b>Suggestions for CLP/SET improvements</b>			
Suggestions for providing more time for CLP/SET opportunities	5	0	5
Provide immersion training	4	3	1
Better resources/technology/materials	2	1	1
More command emphasis (e.g., command protects training time)	2	0	2
Other suggestions	2	2	0
Better facilities/study environment	2	0	2
Hire better quality instructors/tutors	1	1	0
Hire more instructors/tutors/native speakers	1	0	1
Restrict training opportunities to motivated personnel	1	0	1

Note. Some comments contained multiple themes. Therefore, the total number of codes assigned may be greater than the total number of comments.

Appendix E, Table 5. Exemplar 1<sup>st</sup> SFG Leader Comments

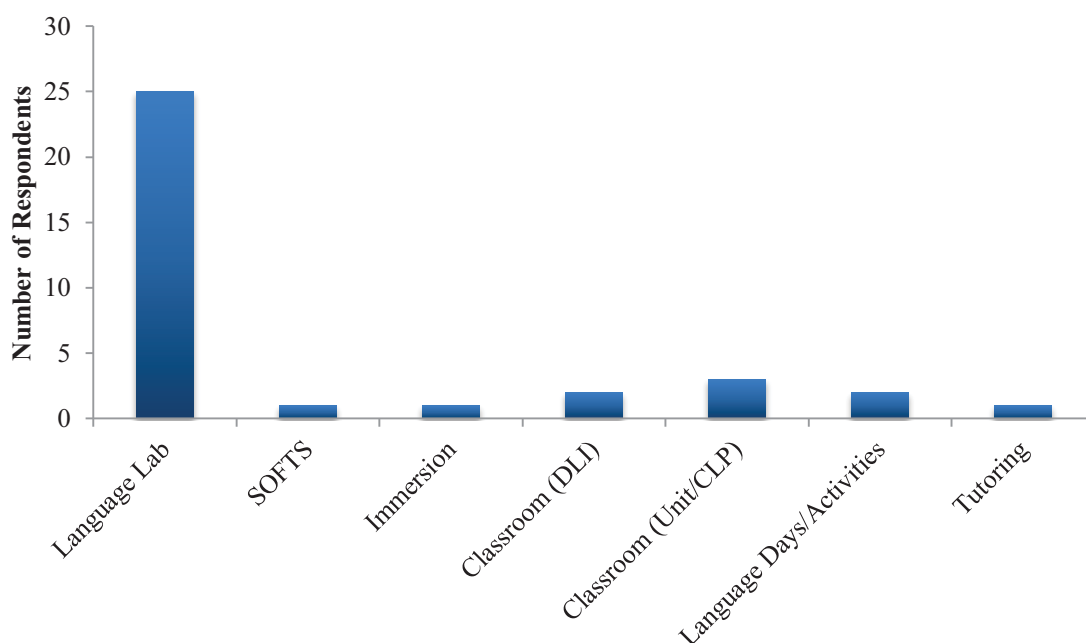
<b>Positive comments about CLP/SET (n = 17)</b>
Comments about instructors
<i>"The focus on the language, hiring quality instructors."</i>
CLP/SET is available/accessible/flexible
<i>"Inside the unit -- based at the BN. Makes it easily accessible for soldiers."</i>
Facilities (including physical location)
<i>"that it is available as a stand-alone building within our compound"</i>
<b>Negative comments about CLP/SET (n = 4)</b>
Not enough time to train/time to attend CLP/SET
<i>"nothing it is great, there is just so many other tasks that need to be completed prior to deployment that time does not allow to completely take advantage of the CLP."</i>
<b>Suggestions for CLP/SET improvement (n = 13)</b>
Suggestions for providing more time for CLP/SET opportunities
<i>"Time- we need dedicated time for CLP"</i>
More command emphasis (e.g., command protects training time)
<i>"Command emphasis - during PMT, language training is not high on the list and people are constantly pulled out of the classes for other things and no one can complete the course, even when only 1 week."</i>

### APPENDIX F: 3<sup>rd</sup> SFG Detailed Information

Twenty-nine 3<sup>rd</sup> SFG operators described their most recent SET experience. Most operators received training at the language lab ( $n = 25$ ). Additionally, a small number of operators received training from other sources (Appendix F, Figure 1, p. 68).

Nineteen<sup>17</sup> 3<sup>rd</sup> SFG leaders indicated their unit provides SET and provided information about their CLP. 3<sup>rd</sup> SFG leaders who indicated that their CLP provides SET indicated that their CLP also offered other types of training, including: pre-deployment in normal AOR languages ( $n = 17$ , 89%), pre-deployment for languages outside of the normal AOR languages ( $n = 16$ , 84%), and IAT ( $n = 7$ , 37%). As for the mode (i.e., method) of instruction, 100% of leaders ( $n = 19$ ) indicated their CLP offered classroom instruction and offered self-paced instruction, such as CDs, tapes, etc. ( $n = 19$ ). Furthermore, 79% ( $n = 15$ ) indicated their CLP offered one-on-one tutoring, while 42% ( $n = 8$ ) indicated their CLP offered SOFTS courses.

Appendix F, Figure 1. Training Methods of Most Recent SET Experience



Note.  $n = 35$ . 3<sup>rd</sup> SFG operators were able to select more than one training method. Therefore, the number of responses may not equal the number of respondents.

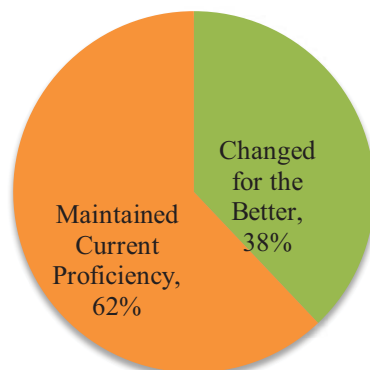
#### 3<sup>rd</sup> SFG Operator Perspectives on Most Recent SET Experience

Overall, 62% ( $n = 18$ ) of 3<sup>rd</sup> SFG operators *maintained* their current language proficiency during SET, while 38% ( $n = 11$ ) reported that their proficiency *changed for the better*. No operators indicated that

<sup>17</sup> Two 3<sup>rd</sup> SFG leaders did not indicate that their unit offered SET and thus were excluded from further analyses in this report.

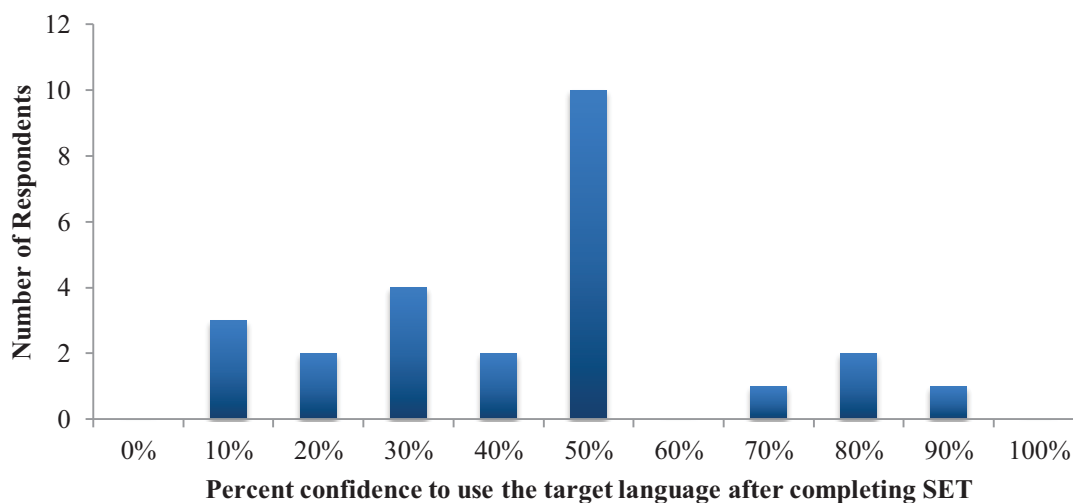
their proficiency *changed for the worse* due to their most recent SET experience (Appendix F, Figure 2, p. 69). Additionally, most 3<sup>rd</sup> SFG operators were only 50% confident in their ability to use the target language after participating in SET (Appendix F, Figure 3, p. 69).

*Appendix F, Figure 2. Language Proficiency Change after Most Recent SET Experience*



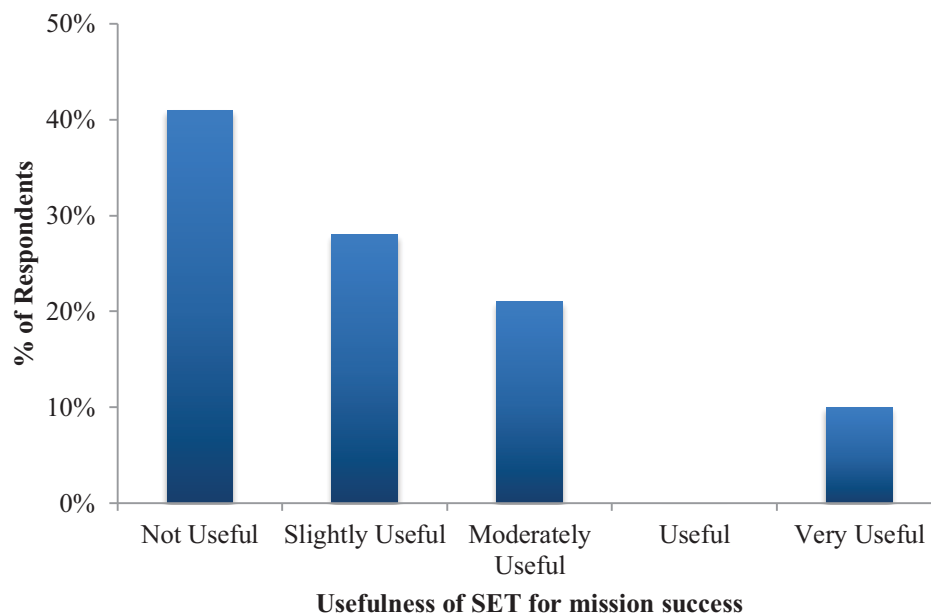
*Note.*  $n = 29$ ; 3<sup>rd</sup> SFG operator responses only. No 3<sup>rd</sup> SFG operator indicated changing proficiency for the worse as a result of SET.

*Appendix F, Figure 3. Confidence in the Ability to use the Target Language after Participating in SET*



*Note.*  $n = 25$ ,  $M = 5.36$ , with 1 = 0% confident to 11 = 100% confident; 3<sup>rd</sup> SFG operator responses only.

3<sup>rd</sup> SFG operators indicated the usefulness of their most recent SET experience. 3<sup>rd</sup> SFG operators indicated that their training was *slightly useful* to *moderately useful* ( $M = 2.10$ ,  $n = 29$ ), with the largest percentage of SOF operators indicating *not useful* (Appendix F, Figure 4, p. 70).

*Appendix F, Figure 4. Usefulness of SET for Mission Success*

*Note.*  $n = 29$ ,  $M = 2.10$ ; 3<sup>rd</sup> SFG operator responses only.

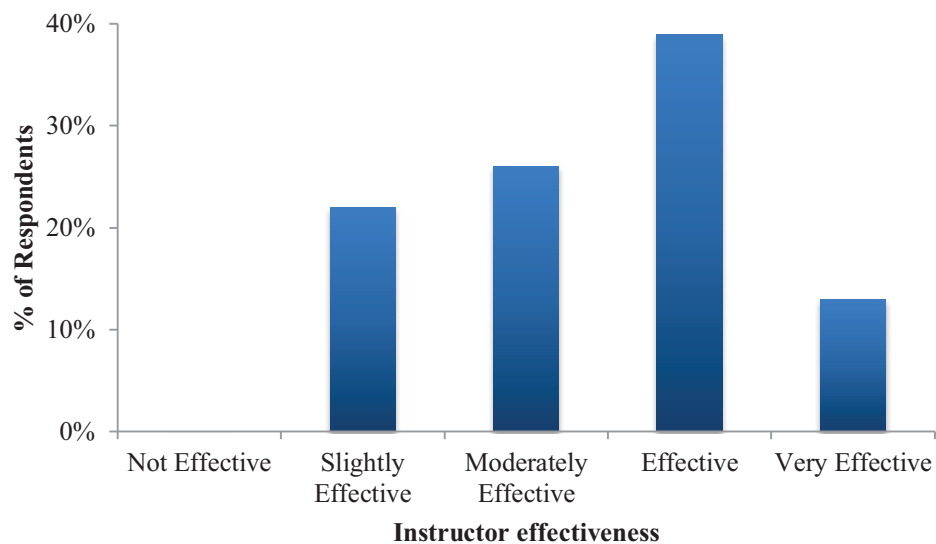
3<sup>rd</sup> SFG operators rated several characteristics of their most recent SET experience (Appendix F, Table 1, p. 71). The instructor was rated the highest ( $M = 3.14$ ,  $n = 28$ ) and the training environment ( $M = 2.69$ ,  $n = 29$ ) and the course/training ( $M = 2.69$ ,  $n = 29$ ) were rated the lowest. Additionally, 79% of 3<sup>rd</sup> SFG operators who had instructors in their most recent SET experience, indicated their instructors were between *moderately effective* to *effective* ( $M = 3.43$ ,  $n = 23$ ; Appendix F, Figure 5, p. 72).

Appendix F, Table 1. 3<sup>rd</sup> SFG Operator Ratings of SET Characteristics (All Training Methods)

Item	n	Mean	Poor	Fair	Good	Very good	Excellent
Instructor	28	3.14	0%	29%	32%	36%	4%
Materials/curriculum	29	2.76	10%	24%	45%	21%	0%
Instructional technology	29	2.72	0%	41%	45%	14%	0%
Training environment	29	2.69	7%	38%	34%	21%	0%
Course/training	29	2.69	0%	45%	41%	14%	0%

Note. Respondents were presented the following scale: 1 = *Poor*, 2 = *Fair*, 3 = *Good*, 4 = *Very good*, and 5 = *Excellent*. Rows may not add to 100% due to rounding error.

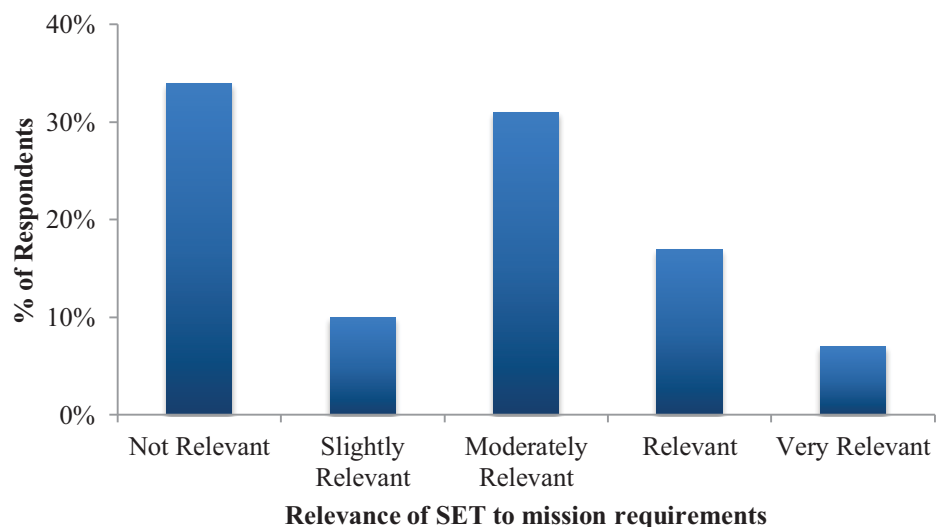
Appendix F, Figure 5. Instructor Effectiveness Ratings



Note.  $n = 23$ ,  $M = 3.43$ ; 3<sup>rd</sup> SFG operator ratings only.

3<sup>rd</sup> SFG operators indicated the relevance of their curriculum in relation to their mission requirements. Operators indicated their curriculum averaged between *slightly relevant* to *moderately relevant* to their mission requirements ( $M = 2.52$ ,  $n = 29$ ), with 34% indicating *not relevant* (Appendix F, Figure 6, p. 72).

Appendix F, Figure 6. Relevance of SET Curriculum to Mission Requirements

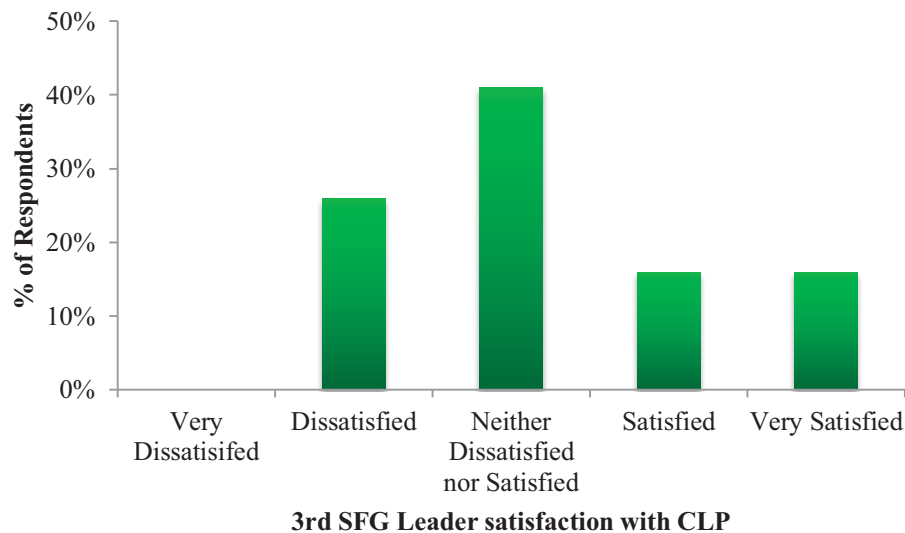


Note.  $n = 29$ ,  $M = 2.52$ ; 3<sup>rd</sup> SFG operator responses only.

### 3<sup>rd</sup> SFG Leader Perspectives on Their CLP

3<sup>rd</sup> SFG leaders were asked to rate their overall satisfaction with the quality of their units' CLP. Almost one-third were either *satisfied* or *very satisfied* with the quality of their CLP (Appendix F, Figure 7, p. 73). An additional 41% were neither *dissatisfied nor satisfied*, while 26% were *dissatisfied* with their CLP. No leaders indicated being *very dissatisfied* with their CLP.

Appendix F, Figure 7. 3<sup>rd</sup> SFG Leader Satisfaction with the Overall Quality of their CLP



Note.  $n = 19$ ,  $M = 3.21$ .

3<sup>rd</sup> SFG leaders evaluated individual characteristics of their CLP's language training program at 3<sup>rd</sup> SFG (Appendix F, Table 2, p. 74). Instructional technology was rated the highest ( $M = 3.37$ ,  $n = 19$ ), between *good* and *very good*, and the materials/curriculum and resources for self-paced instruction were tied as the lowest, also between *good* and *very good* ( $M = 3.05$ ,  $n = 19$ ).

Appendix F, Table 2. 3<sup>rd</sup> SFG Leader Ratings of CLP Characteristics

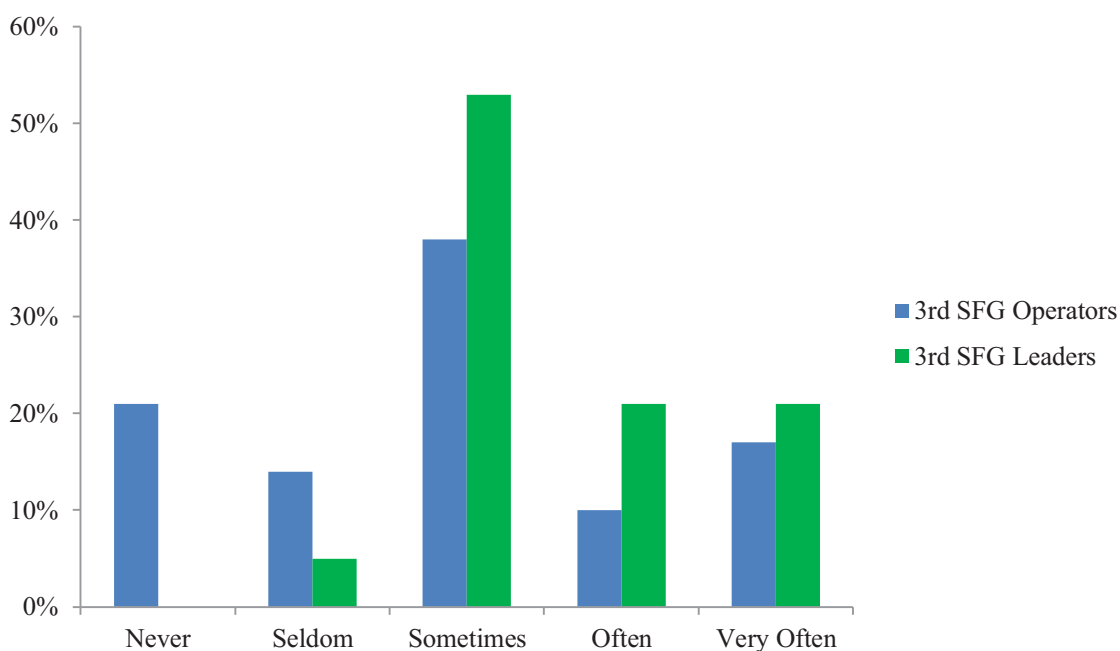
Item	n	Mean	Poor	Fair	Good	Very good	Excellent
Instructional technology	19	3.37	0%	16%	42%	32%	11%
Training environment	19	3.26	5%	16%	37%	32%	11%
Instructors	19	3.21	0%	21%	42%	32%	5%
Resources for self-paced instruction	19	3.05	5%	21%	42%	26%	5%
Materials/curriculum	19	3.05	0%	32%	37%	26%	5%

Note. Respondents were presented the following scale: 1 = *Poor*, 2 = *Fair*, 3 = *Good*, 4 = *Very good*, and 5 = *Excellent*. Rows may not add to 100% due to rounding error.

*Removal from Language Training*

3<sup>rd</sup> SFG operators and leaders reported how often 3<sup>rd</sup> SFG operators were removed from language training to perform other tasks and duties (Appendix F, Figure 8, p. 75). 3<sup>rd</sup> SFG leaders perceived that 3<sup>rd</sup> SFG operators are removed from language training more than 3<sup>rd</sup> SFG operators  $t(45.96) = 2.10, p < .05$ , such that leaders indicated *sometimes* to *often* ( $M = 3.58, n = 19$ ), while operators indicated *seldom* to *sometimes* ( $M = 2.90, n = 29$ ).

*Appendix F, Figure 8. 3<sup>rd</sup> SFG Operator and Leader Perspectives of 3<sup>rd</sup> SFG Operators being removed from Language Training to Perform Other Tasks/Duties*



*Note.* 3<sup>rd</sup> SFG operator  $n = 29, M = 2.90$ ; 3<sup>rd</sup> SFG leader  $n = 19, M = 3.58$ . The mean for 3<sup>rd</sup> SFG leaders was significantly higher than the mean for 3<sup>rd</sup> SFG operators.

### Open-Ended Comments

3<sup>rd</sup> SFG operators and leaders provided open-ended comments in regards to their SET. 3<sup>rd</sup> SFG Operators ( $n = 13$ ) provided more comments than leaders ( $n = 12$ ).

3<sup>rd</sup> SFG operators provided feedback relating to their most recent SET experience (Appendix F, Table 3, p. 76). Most comments were suggestions for improving their CLP/SET, including more command emphasis and changing the training focus to meet 3<sup>rd</sup> SFG operators' needs (Appendix F, Table 4, p. 77; see Appendix J for comment code definitions).

Appendix F, Table 3. Exemplar 3<sup>rd</sup> SFG Operator Comments

<b>Positive comments about CLP/SET (<math>n = 1</math>)</b>
General positive comment about CLP/SET (e.g., overall training quality; it's good that they even have a program)
<i>"Was good in the course and I increased proficiency, understanding and skill level."</i>
<b>Negative comments about CLP/SET (<math>n = 4</math>)</b>
Focused on required or official AOR language/did not provide training for languages used in current outside AOR deployment locations
<i>"I SHOULDNT KEEP LEARNING A LANGUAGE WE DON'T USE IN OUR AOR. I.E. FRENCH"</i>
<b>Suggestions for CLP/SET improvement (<math>n = 8</math>)</b>
More command emphasis (e.g., command protects training time)
<i>"LANGUAGE IS A TOP PRIORITY UNTIL COMPARED TO THE NEXT DOZEN TOP PRIORITIES THAT TEND TO POP UP WHILE TRAINING. SF SOLDIERS TEND TO EXCELL, BUT A HUMAN CAN ONLY FOCUS WELL IN ONE DIRECTION AT A TIME."</i>
Change training focus (e.g., vocabulary, modalities) to cater to SOF operator needs
<i>"More of a military focus"</i>

3<sup>rd</sup> SFG leaders also provided comments about the best aspects of their CLP and what aspects they would want to change (see Appendix J for comment code definitions). The most common positive comments were about the facilities and physical location of the CLP. The most frequent comments suggesting improvements and changes to their CLP were to provide more time for training and more command emphasis (Appendix F, Table 5, p. 78).

Appendix F, Table 4. 3<sup>rd</sup> SFG's Comment Theme Frequencies

	Overall	Operators	Leaders
<b>Positive comments about CLP/SET</b>			
Facilities (including physical location)	4	0	4
General positive comment about CLP/SET (e.g., overall training quality; it's good that they even have a program)	4	1	3
CLP/SET is available/accessible/flexible	3	0	3
Management/staff/administration	2	0	2
Addresses unit/operator needs/goals (e.g., dialect, modalities, grammar, vocabulary)	1	0	1
Comments about instructors	1	0	1
Materials/resources	1	0	1
No suggested changes to CLP/SET	1	0	1
<b>Negative comments about CLP/SET</b>			
Not enough time to train/time to attend CLP/SET	3	0	3
Focused on required or official AOR language/did not provide training for languages used in current outside AOR deployment locations	3	3	0
General negative comment about CLP/SET	2	0	2
Lack of command emphasis	1	1	0
<b>Suggestions for CLP/SET improvements</b>			
Change training focus (e.g., vocabulary, modalities) to cater to SOF operator needs	4	3	1
Suggestions for providing more time for CLP/SET opportunities	4	1	3
Focus on languages used in current outside AOR deployment locations	3	2	1
More command emphasis (e.g., command protects training time)	3	1	2
Hire more instructors/tutors/native speakers	1	0	1
Other suggestions	1	1	0
Provide incentive (e.g., money, promotional points)	1	0	1

*Note.* Some comments contained multiple themes. Therefore, the total number of codes assigned may be greater than the total number of comments.

Appendix F, Table 5. Exemplar 3<sup>rd</sup> SFG Leader Comments

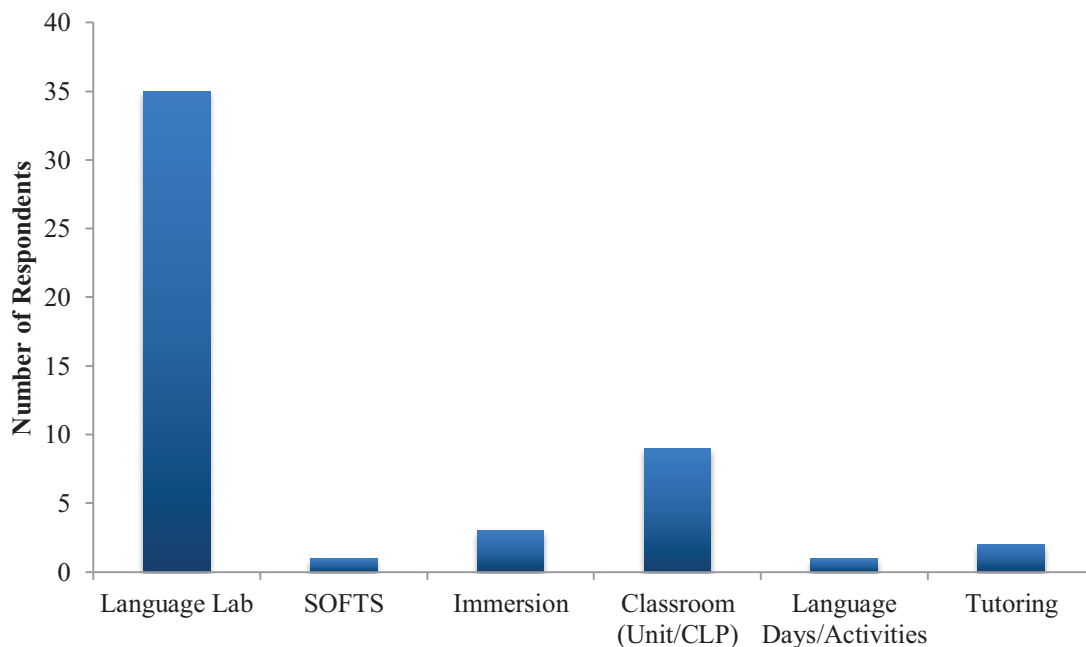
<b>Positive comments about CLP/SET (n = 16)</b>
CLP/SET is available/accessible/flexible
<i>"availability and flexibility"</i>
Facilities (including physical location)
<i>"Our language lab is easily physically accessible by being within walking distance to three of our four battalions."</i>
<b>Negative comments about CLP/SET (n = 6)</b>
Lack of command emphasis
<i>"Soldiers are consistently pulled out of training and/or missing tests. No one seems to take the language program seriously. Training is available and widely unused. Soldiers don't make an effort on their DLPTs. Neither the soldiers or their leadership seems to care about the language program."</i>
<b>Suggestions for CLP/SET improvement (n = 9)</b>
Suggestions for providing more time for CLP/SET opportunities
<i>"Language training cannot be accomplished in 1-3 week periods. Language proficiency requires time and time is the greatest resource we do not have enough of."</i>
Change training focus (e.g., vocabulary, modalities) to cater to SOF operator needs
<i>"CLP is a matter of priority. Should the operator speak fluently or shoot expertly. An operator only has so much time in a day and it is impossible for him to be an expert at everything."</i>
Hire more instructors/tutors/native speakers
<i>"Have a bigger staff."</i>

### APPENDIX G: 5<sup>th</sup> SFG Detailed Information

Forty-five 5<sup>th</sup> SFG operators described their most recent SET experience. Most operators received training at the language lab ( $n = 35$ ), with nine students indicating that they used their unit/CLP's classroom. Additionally, a small number indicated receiving training from other sources (Appendix G, Figure 1, p. 79).

Thirty-four 5<sup>th</sup> SFG leaders indicated their unit provides SET and provided information about their CLP. 5<sup>th</sup> SFG leaders who indicated that their CLP provides SET indicated that their CLP also offered other types of training, including: pre-deployment in normal AOR languages ( $n = 33$ , 97%), pre-deployment for languages outside of the normal AOR languages ( $n = 15$ , 44%), and IAT ( $n = 5$ , 15%). As for the mode (i.e., method) of instruction, 100% of leaders ( $n = 34$ ) indicated their CLP offered classroom instruction and 97% ( $n = 33$ ) indicated their unit offered self-paced instruction, such as CDs, tapes, etc. Furthermore, 94% ( $n = 32$ ) indicated their CLP offered one-on-one tutoring, while 24% ( $n = 8$ ) indicated their CLP offered SOFTS courses.

Appendix G, Figure 1. Training Method of Most Recent SET Experience

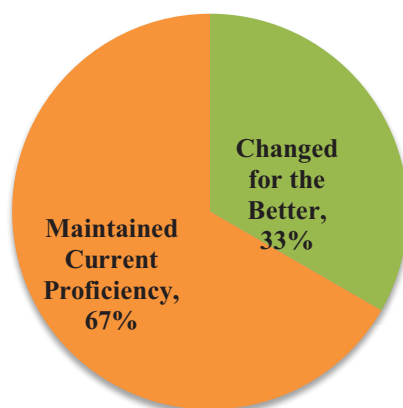


Note.  $n = 51$ . 5<sup>th</sup> SFG operators were able to select more than one training method. Therefore, the number of responses may not equal the number of respondents.

### 5<sup>th</sup> SFG Operator Perspectives on Most Recent SET Experience

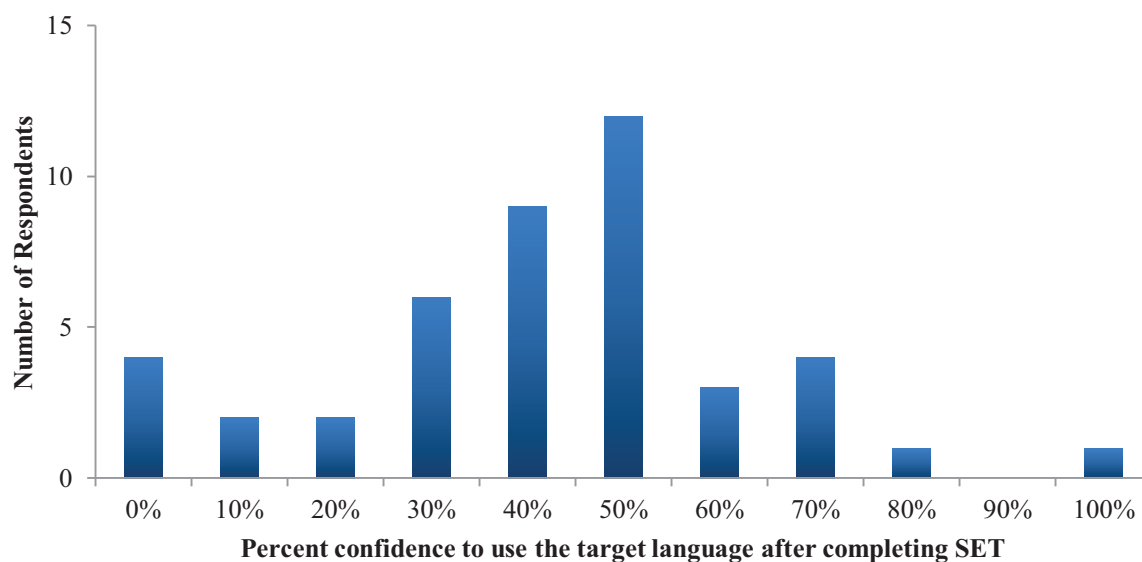
Overall, 67% ( $n = 30$ ) of 5<sup>th</sup> SFG operators *maintained* their current language proficiency during SET, while 33% ( $n = 15$ ) reported that their proficiency *changed for the better*. No operators indicated that their proficiency *changed for the worse* due to their most recent SET experience (Appendix G, Figure 2, p. 80). Additionally, most 5<sup>th</sup> SFG operators were between 30-50% confident in their ability to use the target language after participating in SET (Appendix G, Figure 3, p. 80).

Appendix G, Figure 2. Language Proficiency Change after Most Recent SET Experience



Note.  $n = 45$ ; 5<sup>th</sup> SFG operator responses only. No 5<sup>th</sup> SFG operator indicated changing for the worse due to SET.

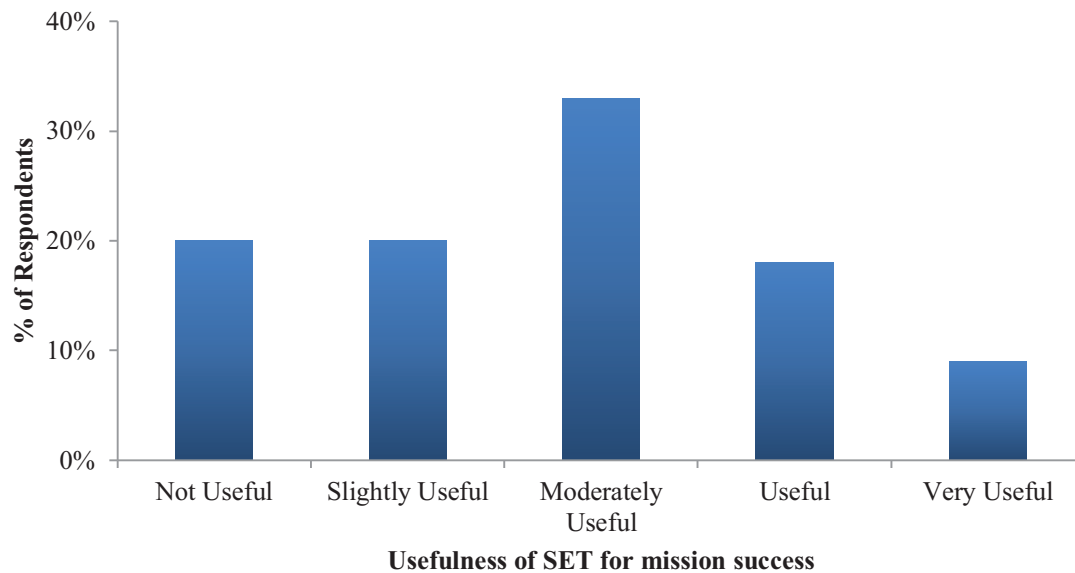
Appendix G, Figure 3. Confidence in Ability to use the Target Language after Completing SET



Note.  $n = 44$ ,  $M = 5.18$ , with 1 = 0% confident to 11 = 100% confident; 5<sup>th</sup> SFG operator responses only.

5<sup>th</sup> SFG operators indicated the usefulness of their most recent SET experience. Most operators indicated that their training was *moderately useful* ( $M = 2.76$ ,  $n = 45$ ; Appendix G, Figure 4, p. 81).

Appendix G, Figure 4. Usefulness of SET for Mission Success



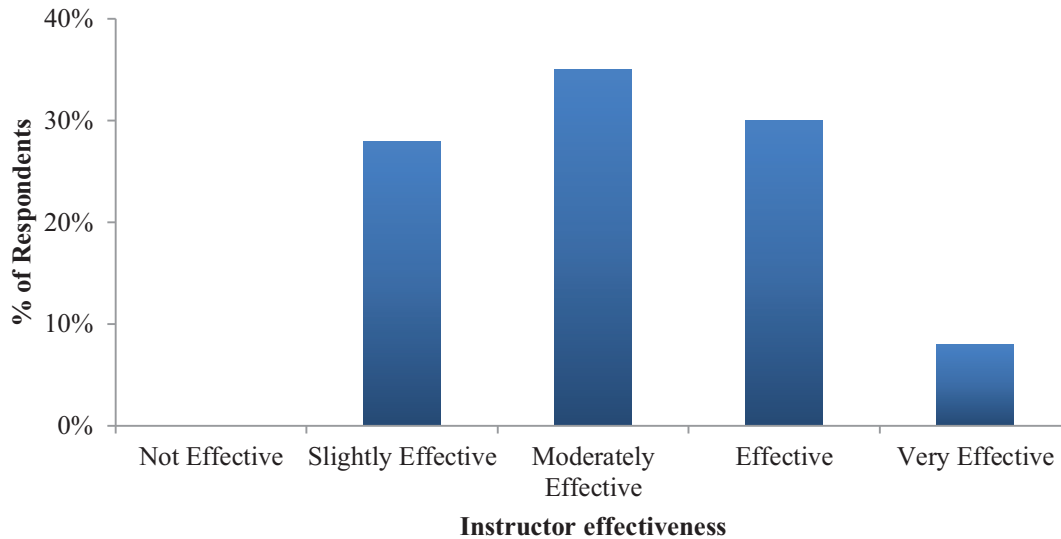
Note.  $n = 45$ ,  $M = 2.76$ ; 5<sup>th</sup> SFG operator responses only.

5<sup>th</sup> SFG operators rated several characteristics of their most recent SET experience (Appendix G, Table 1, p. 82). The instructor was rated the highest ( $M = 3.16$ ,  $n = 44$ ), and the overall course/training ( $M = 2.78$ ,  $n = 45$ ) was rated the lowest, between *fair* and *good*. Additionally, 89% of 5<sup>th</sup> SFG operators whose training experience included instructors, indicated their instructor was *moderately effective* to *effective* ( $M = 3.18$ ,  $n = 40$ ; Appendix G, Figure 5, p. 83).

Appendix G, Table 1. 5<sup>th</sup> SFG Operator Ratings of SET Characteristics (All Training Methods)

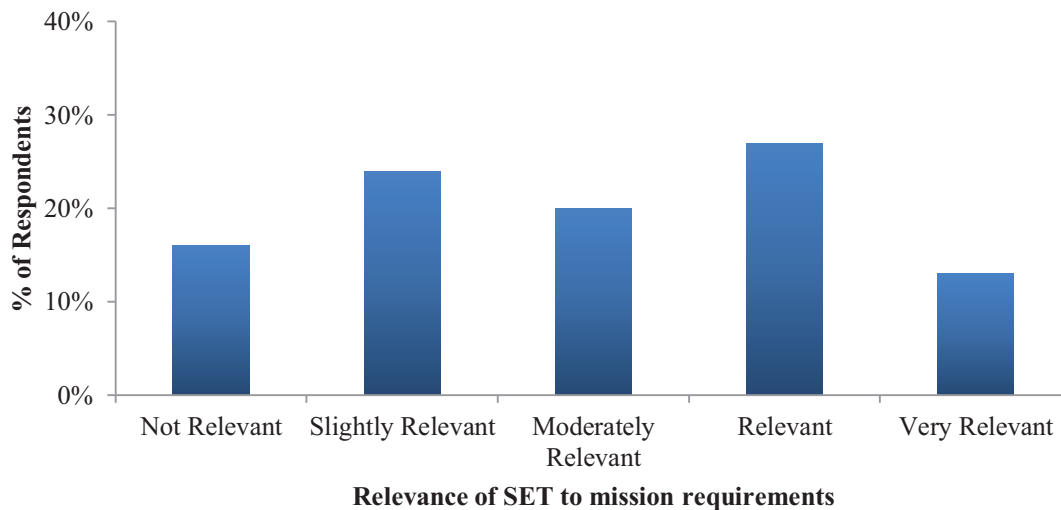
Item	n	Mean	Poor	Fair	Good	Very good	Excellent
Instructor	44	3.16	7%	18%	39%	25%	11%
Instructional technology	45	3.11	7%	31%	24%	20%	18%
Training environment	44	2.91	7%	30%	34%	25%	5%
Materials/curriculum	45	2.89	9%	33%	24%	27%	7%
Course/training	45	2.78	7%	36%	36%	18%	4%

Note. Respondents were presented the following scale: 1 = *Poor*, 2 = *Fair*, 3 = *Good*, 4 = *Very good*, and 5 = *Excellent*. Rows may not add to 100% due to rounding error.

*Appendix G, Figure 5. Instructor Effectiveness Ratings*

Note.  $n = 40$ ,  $M = 3.18$ ; 5<sup>th</sup> SFG operator responses only.

5<sup>th</sup> SFG operators indicated the relevance of their curriculum in relation to their mission requirements. Operators indicated their curriculum averaged between *slightly relevant* to *moderately relevant* to their mission requirements ( $M = 2.98$ ,  $n = 45$ ). See Appendix G, Figure 6, p. 83 for frequency distributions for 5<sup>th</sup> SFG operators.

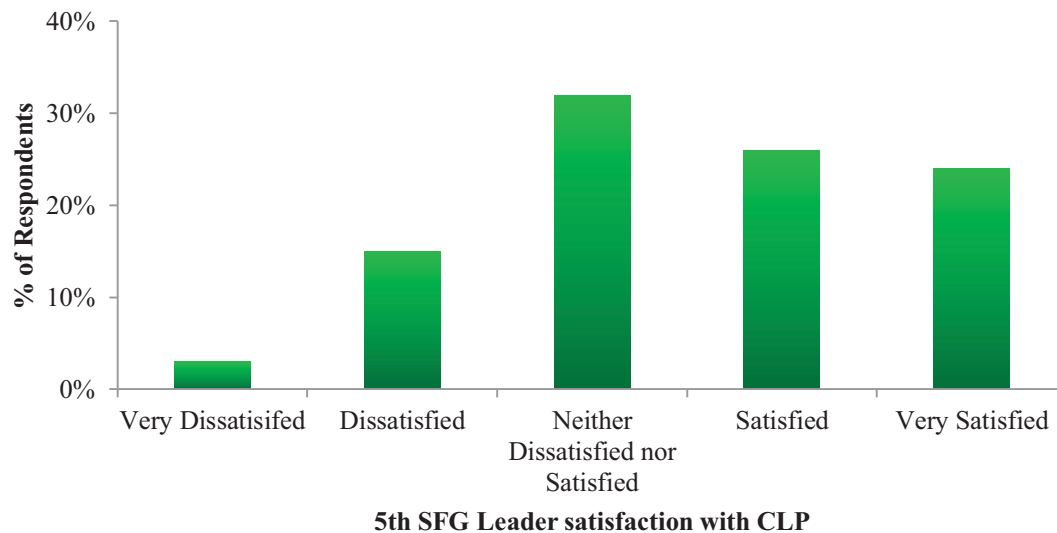
*Appendix G, Figure 6. Relevance of SET Curriculum to Mission Requirements*

Note.  $n = 45$ ,  $M = 2.98$ ; 5<sup>th</sup> SFG operator responses only.

### 5<sup>th</sup> SFG Leader Perspectives on Their CLP

5<sup>th</sup> SFG leaders rated their overall satisfaction with the quality of their unit's CLP. Fifty percent were either *satisfied* or *very satisfied* with the quality of their CLP (Appendix G, Figure 7, p. 84). An additional 32% were neither *dissatisfied nor satisfied*, while 18% were either *dissatisfied* or *very dissatisfied* with their CLP.

Appendix G, Figure 7. 5<sup>th</sup> SFG Leader Satisfaction with the Overall Quality of their CLP



Note.  $n = 34$ ,  $M = 3.53$ .

5<sup>th</sup> SFG leaders evaluated individual characteristics of their CLP's language training program (Appendix G, Table 2, p. 85). Materials/curriculum ( $M = 4.12$ ,  $n = 34$ ) and resources for self-paced instruction ( $M = 4.12$ ,  $n = 34$ ) were rated the highest, between *very good* and *excellent*, and the training environment was rated as the lowest, between *good* and *very good* ( $M = 3.88$ ,  $n = 34$ ).

Appendix G, Table 2. 5<sup>th</sup> SFG Leader Ratings of CLP Characteristics

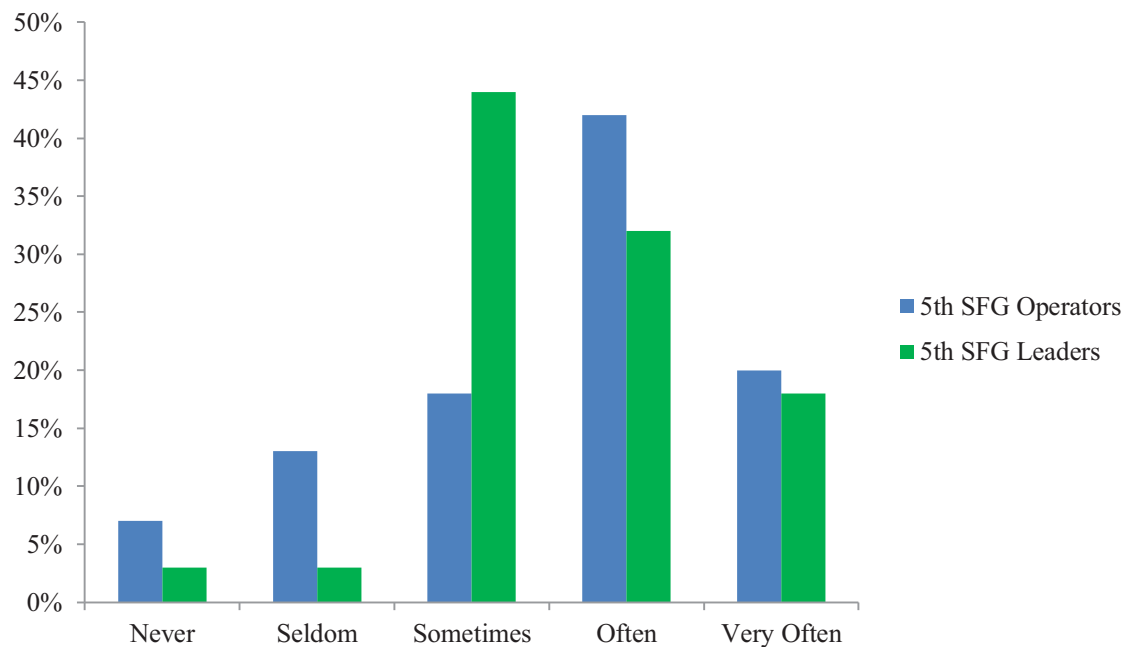
<i>Item</i>	<i>n</i>	<i>Mean</i>	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Very good</i>	<i>Excellent</i>
<b>Materials/curriculum</b>	34	4.12	0%	6%	15%	41%	38%
<b>Resources for self-paced instruction</b>	34	4.12	0%	3%	15%	50%	32%
<b>Instructional technology</b>	33	4.06	0%	3%	21%	42%	33%
<b>Instructors</b>	33	3.97	0%	6%	24%	36%	33%
<b>Training environment</b>	34	3.88	3%	12%	12%	41%	32%

*Note.* Respondents were presented the following scale: 1 = *Poor*, 2 = *Fair*, 3 = *Good*, 4 = *Very good*, and 5 = *Excellent*. Rows may not add to 100% due to rounding error.

*Removal from Language Training*

5<sup>th</sup> SFG operators and leaders reported how often 5<sup>th</sup> SFG operators were removed from language training to perform other tasks and duties (Appendix G, Figure 8, p. 86). Both leaders ( $M = 3.59$ ,  $n = 34$ ) and operators ( $M = 3.56$ ,  $n = 45$ ) indicated 5<sup>th</sup> SFG operators *sometimes* to *often* being removed from training.

*Appendix G, Figure 8. 5<sup>th</sup> SFG Operator and Leader Perspectives of 5<sup>th</sup> SFG Operators being removed from Language Training to Perform Other Tasks/Duties*



Note. 5<sup>th</sup> SFG operator  $n = 45$ ,  $M = 3.56$ ; 5<sup>th</sup> SFG leader  $n = 34$ ,  $M = 3.59$ .

### Open-Ended Comments

Both 5<sup>th</sup> SFG operators and leaders provided open-ended comments about their SET. Leaders ( $n = 28$ ) provided more comments than operators ( $n = 21$ ).

Some 5<sup>th</sup> SFG operators provided feedback relating to their most recent SET experience. Most operators commented on not having enough time for language training. Appendix G, Table 3, p. 87 presents exemplar operator comments. Appendix J provides comment code definitions.

### Appendix G, Table 3. Exemplar 5<sup>th</sup> SFG Operator Comments

<b>Positive comments about CLP/SET (<math>n = 7</math>)</b>
Addresses unit/ SOF operator needs/goals (e.g., dialect, modalities, grammar, vocabulary)
<i>"Our Instructor was IZ born and queried Team Leadership for subjects to focus on. This resulted in quality, focused training that was directly applicable to our mission sets."</i>
<b>Negative comments about CLP/SET (<math>n = 13</math>)</b>
Not enough time to train/time to attend CLP/SET
<i>"Not having a solid block of time totally dedicated to sustainment is the biggest hurdle here"</i>
Focused on required or official AOR language/did not provide training for languages used in current outside AOR deployment locations
<i>"Training was in Modern Standard Arabic which no one in the AOR uses."</i>
<b>Suggestions for CLP/SET improvement (<math>n = 12</math>)</b>
More command emphasis (e.g., command protects training time)
<i>"Take it as seriously as any other training."</i>
Hire better quality instructors/tutors
<i>"the problem with our language lab instructors is that they are not "teachers" they are just people who know the language really well. We need individuals who are teachers and have detailed knowledge of the language. For instance my instructor was born in Iran, and had a 20+ year career in the US military. He is a terrible teacher, he just happens to be fluent in the language."</i>

5<sup>th</sup> SFG leaders also provided comments about the best aspects of their CLP and what aspect they would want to change the most regarding their CLP (see Appendix J for comment code definitions). The most common positive comments were about the availability of the CLP and its materials and resources (Appendix G, Table 4, pp. 88-89). The most frequent suggestions were to provide more time for training (Appendix G, Table 5, p. 90).

Appendix G, Table 4. 5<sup>th</sup> SFG Comment Theme Frequencies

	Overall	Operators	Leaders
<b>Positive comments about CLP/SET</b>			
CLP/SET is available/accessible/flexible	8	0	8
Comments about instructors	8	1	7
Facilities (including physical location)	8	1	7
Materials/resources	8	0	8
Addresses unit/ SOF operator needs/goals (e.g., dialect, modalities, grammar, vocabulary)	3	1	2
General positive comment about CLP/SET (e.g., overall training quality; it's good that they even have a program)	3	2	1
No suggested changes to CLP/SET	3	0	3
Tutoring/one-on-one instruction available	3	0	3
Class/group size was small	1	1	0
Command emphasis on language in the CLP	1	0	1
Management/staff/administration	1	0	1
Other (not related to CLP/SET)	1	1	0
<b>Negative comments about CLP/SET</b>			
Not enough time to train/time to attend CLP/SET	10	7	3
General negative comment about CLP/SET	3	0	3
Management/staff/administration	3	2	1
Focused on required or official AOR language/did not provide training for languages used in current outside AOR deployment locations	2	2	0
Facilities (including physical location)	1	0	1
Lack of command emphasis	1	0	1
Other (not related to CLP/SET)	1	1	0
Training was not proficiency-level appropriate (e.g., too easy or too difficult) or did not address SOF operator needs	1	1	0

*Appendix G, Table 4. 5<sup>th</sup> SFG Comment Theme Frequencies (Continued)*

<b>Suggestions for CLP/SET improvements</b>			
Suggestions for providing more time for CLP/SET opportunities	<b>8</b>	1	7
More command emphasis (e.g., command protects training time)	<b>6</b>	2	4
Change training focus (e.g., vocabulary, modalities) to cater to operator needs	<b>4</b>	3	1
Hire more instructors/tutors/native speakers	<b>4</b>	0	4
Provide immersion training	<b>4</b>	0	4
Other suggestions	<b>3</b>	2	1
Remove distracters (e.g., don't allow SOF operators to be pulled out of training)	<b>3</b>	2	1
Better facilities/study environment	<b>2</b>	0	2
Better resources/technology/materials	<b>2</b>	0	2
Focus on languages used in current outside AOR deployment locations	<b>1</b>	1	0
Hire better quality instructors/tutors	<b>1</b>	1	0
More funding	<b>1</b>	0	1
Offer sustainment opportunities/materials at varying proficiency levels (e.g., beginner, intermediate, advanced)	<b>1</b>	0	1

*Note.* Some comments contained multiple themes. Therefore, the total number of codes assigned may be greater than the total number of comments.

Appendix G, Table 5. Exemplar 5<sup>th</sup> SFG Leader Comments

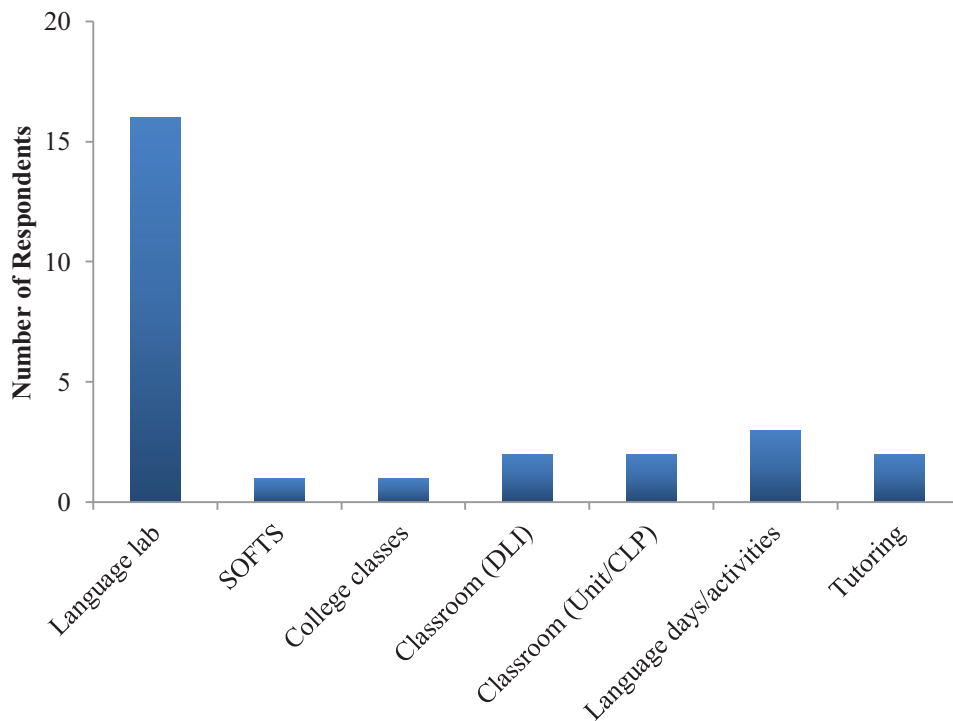
<b>Positive comments about CLP/SET (n = 42)</b>
CLP/SET is available/accessible/flexible
<i>"They are willing to work to our schedule."</i>
<i>"The ease of which a person can get into a class."</i>
Addresses unit/ SOF operator needs/goals (e.g., dialect, modalities, grammar, vocabulary)
<i>"Responsive to the operators' needs."</i>
Tutoring/one-on-one instruction available & Materials/resources
<i>"The ratio of resources to operator is phenomenal. An operator can receive 1 on 1 instruction any time from 0700 to 1500 Mon-Thur. An operator can use the wide variety of self-study resources available, or can turn in ISBN numbers and request materials through the lab."</i>
<b>Negative comments about CLP/SET (n = 10)</b>
Not enough time to train/time to attend CLP/SET & Lack of command emphasis
<i>"We don't have TIME for language training, its not a real priority for the Command"</i>
<b>Suggestions for CLP/SET improvement (n = 29)</b>
Suggestions for providing more time for CLP/SET opportunities
<i>"hours. Language training is typically something that needs to be conducted after duty hours, but our language lab is not open after work."</i>
More command emphasis (e.g., command protects training time)
<i>"CLP should be the number one priority and not an after thought"</i>
Remove distracters (e.g., do not allow SOF operators to be pulled from training)
<i>"Relieve the individual and teams of training distractors."</i>

## APPENDIX H: 7<sup>th</sup> SFG Detailed Information

Twenty-seven 7<sup>th</sup> SFG operators described their most recent SET experience. Most operators received training at the language lab ( $n = 16$ ). Additionally, a small number indicated receiving training from other sources (Appendix H, Figure 1, p. 91).

Nine 7<sup>th</sup> SFG leaders indicated their unit provides SET and provided information about their CLP. 7<sup>th</sup> SFG leaders who reported that their CLP provides SET indicated that their CLP also offered other types of training, including: pre-deployment in normal AOR languages ( $n = 9$ , 100%) and pre-deployment for languages outside of the normal AOR languages ( $n = 7$ , 78%). No 7<sup>th</sup> SFG leaders indicated their unit offered IAT. As for the mode (i.e., method) of instruction, 100% of leaders ( $n = 9$ ) indicated their CLP offered classroom instruction and offered self-paced instruction, such as CDs, tapes, etc. ( $n = 9$ ). Furthermore, 89% ( $n = 8$ ) indicated their CLP offered one-on-one tutoring, while 11% ( $n = 1$ ) indicated their CLP offered SOFTS courses.

Appendix H, Figure 1. Training Method of Most Recent SET Experience

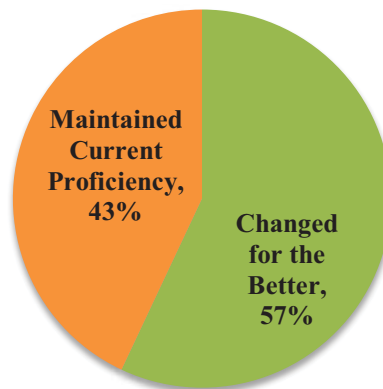


Note.  $n = 27$ . 7<sup>th</sup> SFG operators were able to select more than one training method. Therefore, the number of responses may not equal the number of respondents.

### 7<sup>th</sup> SFG Operator Perspectives on Most Recent SET Experience

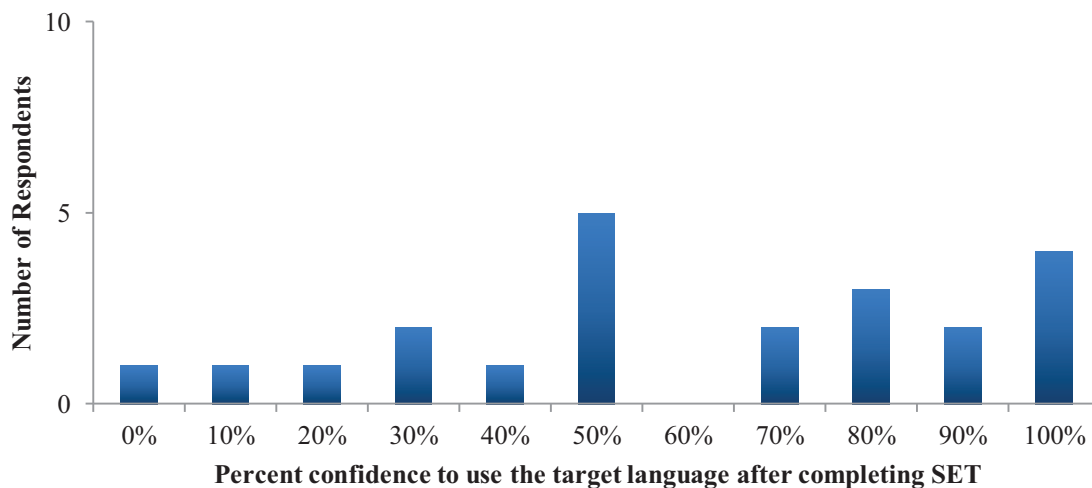
Overall, 43% ( $n = 10$ ) of 7<sup>th</sup> SFG operators *maintained* their current language proficiency during SET, while 57% ( $n = 13$ ) reported that their proficiency *changed for the better*. No operators indicated that their proficiency *changed for the worse* due to their most recent SET experience (Appendix H, Figure 2, p. 92). Additionally, most 7<sup>th</sup> SFG operators were only 50% confident in their ability to use the target language after completing SET (Appendix H, Figure 3, p. 92).

Appendix H, Figure 2. Language Proficiency Change after Most Recent SET Experience



Note.  $n = 23$ ; 7<sup>th</sup> SFG operator responses only.

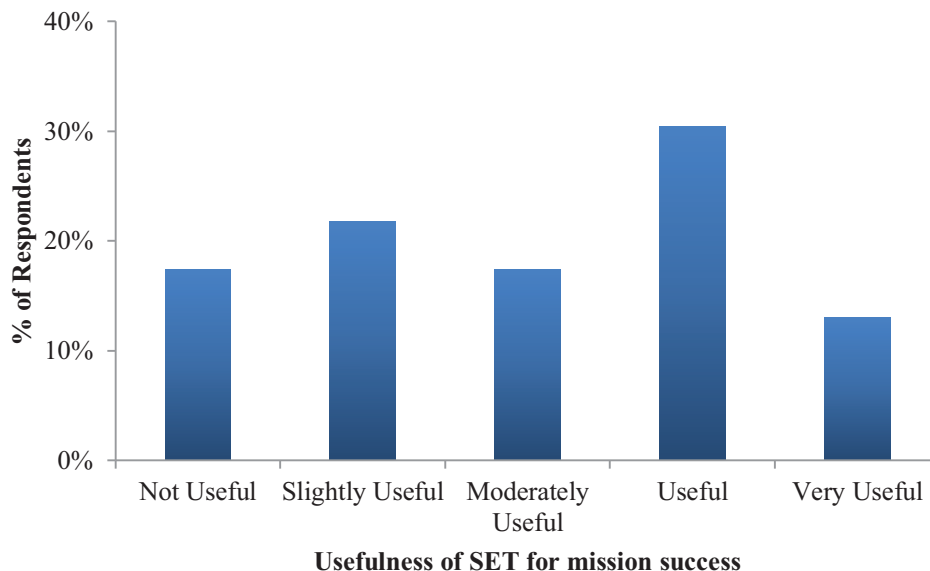
Appendix H, Figure 3. Confidence in Ability to use the Target Language after Completing SET



Note.  $n = 22$ ,  $M = 7.09$ , with 1 = 0% confident to 11 = 100% confident; 7<sup>th</sup> SFG operator responses only.

7<sup>th</sup> SFG operators indicated the usefulness of their most recent SET experience. Most operators indicated that their training was *moderately useful* ( $M = 3.00$ ,  $n = 23$ ; Appendix H, Figure 4, p. 93).

Appendix H, Figure 4. Usefulness of SET for Mission Success



Note.  $n = 23$ ,  $M = 3.00$ ; 7<sup>th</sup> SFG operator responses only.

7<sup>th</sup> SFG operators rated several characteristics of their most recent SET experience (Appendix H, Table 1, p. 94). The instructor was rated the highest ( $M = 3.50$ ,  $n = 22$ ), and the instructional technology ( $M = 2.91$ ,  $n = 22$ ) was rated the lowest. Additionally, 65% of SOF operators whose training experience included instructors, indicated their instructor was *moderately effective* to *effective* ( $M = 3.67$ ,  $n = 15$ ; Appendix H, Figure 5, p. 95).

For language lab, 7<sup>th</sup> SFG operators rated the instructor as the highest, between *good* and *very good* ( $M = 3.62$ ,  $n = 16$ ), and the instructional technology as the lowest ( $M = 3.13$ ,  $n = 16$ ; Appendix H, Table 2, p.94).

Appendix H, Table 1. 7<sup>th</sup> SFG Operator Ratings of SET Characteristics (All Training Methods)

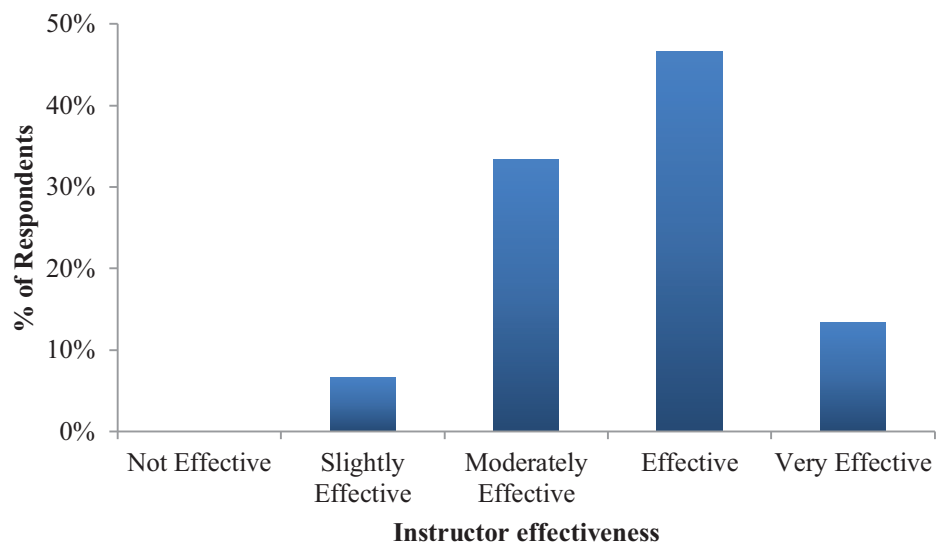
Item	n	Mean	Poor	Fair	Good	Very good	Excellent
Instructor	22	3.50	0%	14%	36%	36%	14%
Training environment	22	3.09	9%	18%	36%	27%	9%
Course/training	22	3.00	5%	27%	41%	18%	9%
Materials/curriculum	22	3.00	9%	14%	50%	23%	5%
Instructional technology	22	2.91	18%	14%	36%	23%	9%

Note. Respondents were presented the following scale: 1 = *Poor*, 2 = *Fair*, 3 = *Good*, 4 = *Very good*, and 5 = *Excellent*. Rows may not add to 100% due to rounding error.

Appendix H, Table 2. 7<sup>th</sup> SFG Operator Ratings of SET Characteristics (Language Lab)

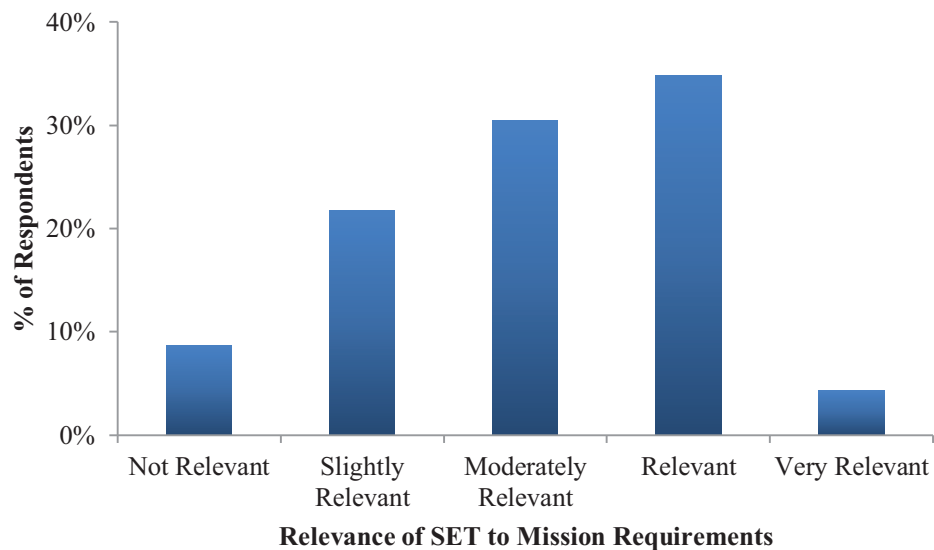
Item	n	Mean	Poor	Fair	Good	Very good	Excellent
Instructor	16	3.62	0%	13%	31%	38%	19%
Training environment	16	3.38	0%	19%	38%	31%	13%
Materials/curriculum	16	3.19	0%	19%	50%	25%	6%
Course/training	16	3.19	0%	25%	44%	19%	13%
Instructional technology	16	3.13	13%	13%	38%	25%	13%

Note. Respondents were presented the following scale: 1 = *Poor*, 2 = *Fair*, 3 = *Good*, 4 = *Very good*, and 5 = *Excellent*. Rows may not add to 100% due to rounding error.

*Appendix H, Figure 5. Instructor Effectiveness Ratings*

Note.  $n = 15$ ,  $M = 3.67$ ; 7<sup>th</sup> SFG operator responses only.

7<sup>th</sup> SFG operators indicated the relevance of their curriculum in relation to their mission requirements. Most operators indicated their curriculum was *moderately relevant* to *relevant* to their mission requirements ( $M = 3.04$ ,  $n = 23$ ; Appendix H, Figure 6, p. 95).

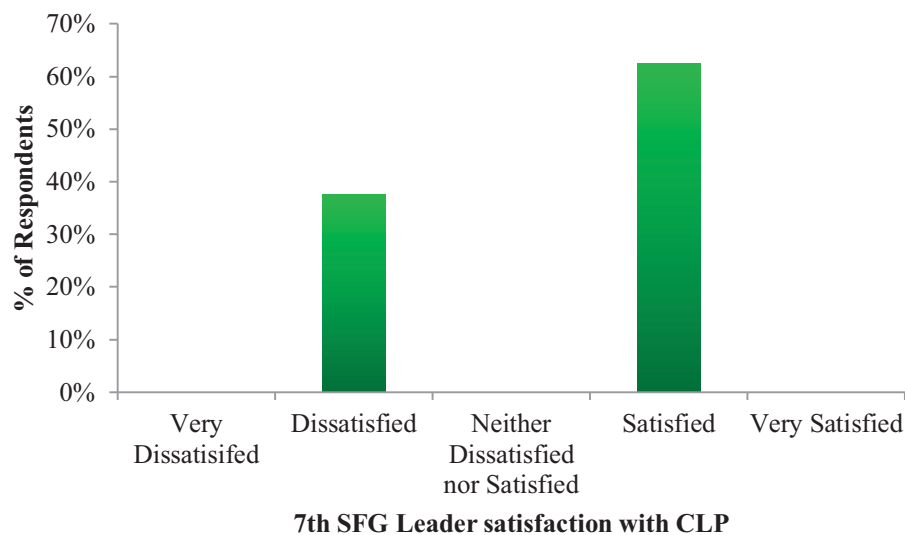
*Appendix H, Figure 6. Relevance of SET Curriculum to Mission Requirements*

Note.  $n = 23$ ,  $M = 3.04$ ; 7<sup>th</sup> SFG operator responses only.

### 7<sup>th</sup> SFG Leader Perspectives on Their CLP

7<sup>th</sup> SFG leaders rated their overall satisfaction with the quality of their unit's CLP. Sixty-three percent were *satisfied* with the quality of their CLP (Appendix H, Figure 7, p. 96). The remaining 37% were *dissatisfied* with their CLP.

Appendix H, Figure 7. 7<sup>th</sup> SFG Leader Satisfaction with the Overall Quality of their CLP



Note.  $n = 8$ ,  $M = 3.25$ .

7<sup>th</sup> SFG leaders evaluated individual characteristics of their CLP's language training program (Appendix H, Table 3, p. 97). Instructors were rated the highest ( $M = 4.00$ ,  $n = 8$ ) at *very good*, and the training environment, instructional technology, and resources for self-paced instruction were tied as the lowest, between *good* and *very good* ( $M = 3.50$ ,  $n = 8$ ).

Appendix H, Table 3. 7<sup>th</sup> SFG Leader Ratings of CLP Characteristics

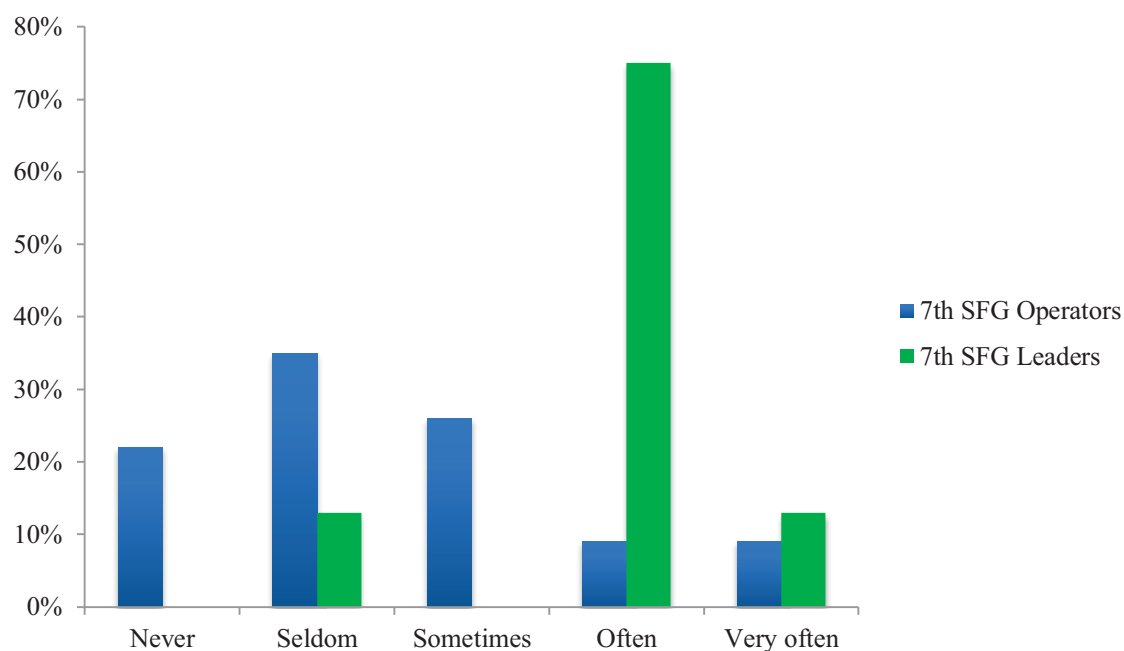
Item	n	Mean	Poor	Fair	Good	Very good	Excellent
Instructors	8	4.00	0%	13%	13%	38%	38%
Materials/curriculum	8	3.63	0%	13%	25%	50%	13%
Training environment	8	3.50	0%	25%	25%	25%	25%
Instructional technology	8	3.50	0%	25%	25%	25%	25%
Resources for self-paced instruction	8	3.50	0%	25%	25%	25%	25%

Note. Respondents were presented the following scale: 1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, and 5 = Excellent. Rows may not add to 100% due to rounding error.

*Removal from Language Training*

7<sup>th</sup> SFG operators and leaders reported how often 7<sup>th</sup> SFG operators were removed from language training to perform other tasks and duties (Appendix H, Figure 8, p. 98). 7<sup>th</sup> SFG leaders perceived that 7<sup>th</sup> SFG operators are removed from language training more than 7<sup>th</sup> SFG operators  $t(17.78) = 3.61, p < .01$ , such that leaders indicated *sometimes* to *often* ( $M = 3.87, n = 8$ ), while operators indicated between *seldom* to *sometimes* ( $M = 2.48, n = 23$ ).

*Appendix H, Figure 8. 7<sup>th</sup> SFG Operator and 7<sup>th</sup> SFG Leader Perspectives of 7<sup>th</sup> SFG Operators being removed from Language Training to Perform Other Tasks/Duties*



*Note.* 7<sup>th</sup> SFG operator  $n = 23, M = 2.48$ ; 7<sup>th</sup> SFG leader  $n = 8, M = 3.87$ . The mean for 7<sup>th</sup> SFG leaders was significantly higher than the mean for 7<sup>th</sup> SFG operators.

### *Open-Ended Comments*

Both 7<sup>th</sup> SFG operators and leaders provided open-ended comments about their SET. Operators ( $n = 10$ ) provided more comments than SOF leaders ( $n = 7$ ).

Some 7<sup>th</sup> SFG operators provided feedback relating to their most recent SET experience. Appendix H, Table 4, p. 99, presents comment code frequencies with exemplar comments (See Appendix J for comment code definitions). Most 7<sup>th</sup> SFG operators expressed concern about not having enough time for language training and training in languages not used in current deployment locations (Appendix H, Table 5, p. 100).

#### *Appendix H, Table 4. Exemplar 7<sup>th</sup> SFG Operator Comments*

<b>Negative comments about CLP/SET (<math>n = 5</math>)</b>
Focused on required or official AOR language/did not provide training for languages used in current outside AOR deployment locations
<i>“Our mission changed from deployment to our normal AOR to an area outside our normal AOR so the lanauage.”</i>
<b>Suggestions for CLP/SET improvement (<math>n = 5</math>)</b>
Suggestions for providing more time for CLP/SET opportunities
<i>“allow more time in these training sustainments inorder to see results”</i>

*Note.* No 7<sup>th</sup> SFG operator provided positive comments about their CLP/SET.

7<sup>th</sup> SFG leaders also provided comments about the best aspects of their CLP and what aspects they would want to change (see Appendix J for comment code definitions). The most common positive comments were about the instructors and the time/flexibility of the CLP. The most frequent comments suggesting improvement and changes to their CLP were to provide better resources and materials (Appendix H, Table 6, p. 101). There were no negative comments about the CLP.

Appendix H, Table 5. 7<sup>th</sup> SFG's Comment Theme Frequencies

	Overall	Operators	Leaders
<b>Positive comments about CLP/SET</b>			
CLP/SET is available/accessible/flexible	3	0	3
Comments about instructors	3	0	3
Materials/resources	2	0	2
Addresses unit/operator needs/goals (e.g., dialect, modalities, grammar, vocabulary)	1	0	1
Management/staff/administration	1	0	1
<b>Negative comments about CLP/SET</b>			
Not enough time to train/time to attend CLP/SET	3	3	0
Focused on required or official AOR language/did not provide training for languages used in current outside AOR deployment locations	1	1	0
General negative comment about CLP/SET	1	1	0
<b>Suggestions for CLP/SET improvements</b>			
Suggestions for providing more time for CLP/SET opportunities	3	2	1
Better resources/technology/materials	2	0	2
Better facilities/study environment	1	0	1
Focus on languages used in current outside AOR deployment locations	1	1	0
Hire more instructors/tutors/native speakers	1	0	1
More command emphasis (e.g., command protects training time)	1	0	1
Offer sustainment opportunities/materials at varying proficiency levels (e.g., beginner, intermediate, advanced)	1	0	1
Other suggestions	1	0	1
Provide immersion training	1	1	0
Remove distracters (e.g., don't allow SOF operators to be pulled out of training)	1	0	1
<b>Other</b>			
Not Relevant	1	1	0

*Note.* Some comments contained multiple themes. Therefore, the total number of codes assigned may be greater than the total number of comments.

Appendix H, Table 6. Exemplar 7<sup>th</sup> SFG Leader Comments

<b>Positive comments about CLP/SET (n = 10)</b>
CLP/SET is available/accessible/flexible
<i>"The availability of it. Any Soldier can walk over to it and use it any time."</i>
Comments about instructors
<i>"The instructors are from the assigned AOR and are dedicated to helping soldiers"</i>
<b>Suggestions for CLP/SET improvement (n = 9)</b>
Better resources/technology/materials
<i>"Technology; we need more updated computers and progrms that allow for the full range of capabilities and testiing capability at the facility would ensure that Soldiers are tested on time and have prompt feedback so they could study more with the technologically advanced equipment."</i>
Hire more instructors/tutors/native speakers
<i>"Not enough instructors. Not enough instructors that really want to put forth the effort to increase their students' language abilites."</i>

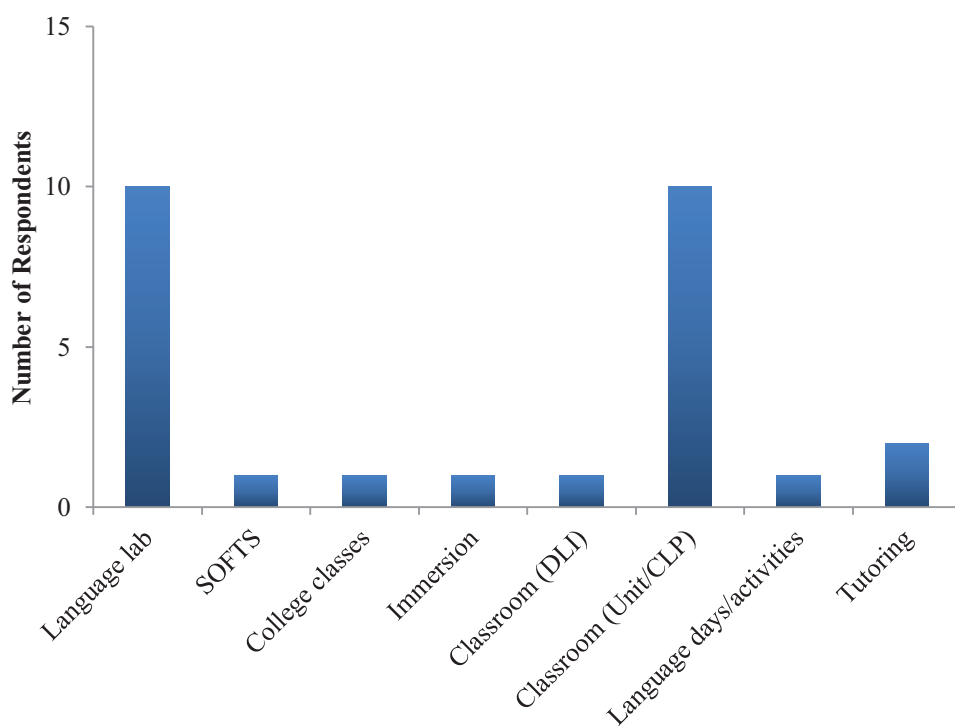
Note. No 7<sup>th</sup> SFG leader provided negative comments about their CLP/SET.

### APPENDIX I: 10<sup>th</sup> SFG Detailed Information

Operators from 10<sup>th</sup> SFG ( $n = 10$ ) described their most recent SET experience. Most 10<sup>th</sup> SFG operators received training at the language lab ( $n = 25$ ) or at their unit/CLP's classroom. Additionally, a small number indicated receiving training from other sources (Appendix I, Figure 1, p. 102).

Fourteen<sup>18</sup> 10<sup>th</sup> SFG leaders indicated their unit provides SET and provided information about their CLP. 10<sup>th</sup> SFG leaders who indicated that their CLP provides SET indicated that their CLP also offered other types of training, including: pre-deployment in normal AOR languages ( $n = 14$ , 100%), pre-deployment for languages outside of the normal AOR languages ( $n = 11$ , 79%), and IAT ( $n = 2$ , 14%). As for the mode (i.e., method) of instruction, 100% of SOF leaders ( $n = 14$ ) indicated their CLP offered classroom instruction and offered self-paced instruction, such as CDs, tapes, etc. ( $n = 12$ ). Furthermore, 79% ( $n = 11$ ) indicated their CLP offered one-on-one tutoring, while 29% ( $n = 4$ ) indicated their CLP offered SOFTS courses.

*Appendix I, Figure 1. Training Method of Most Recent SET Experience*



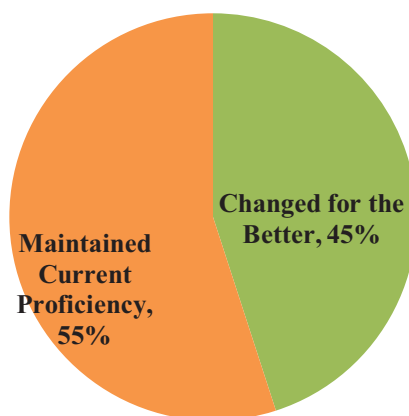
*Note.*  $n = 27$ . 10<sup>th</sup> SFG operators were able to select more than one training method. Therefore, the number of responses may not equal the number of respondents.

<sup>18</sup> One 10<sup>th</sup> SFG leader did not indicate that his unit offered SET and thus was excluded from further analyses in this report.

### 10<sup>th</sup> SFG Operator Perspectives on Most Recent SET Experience

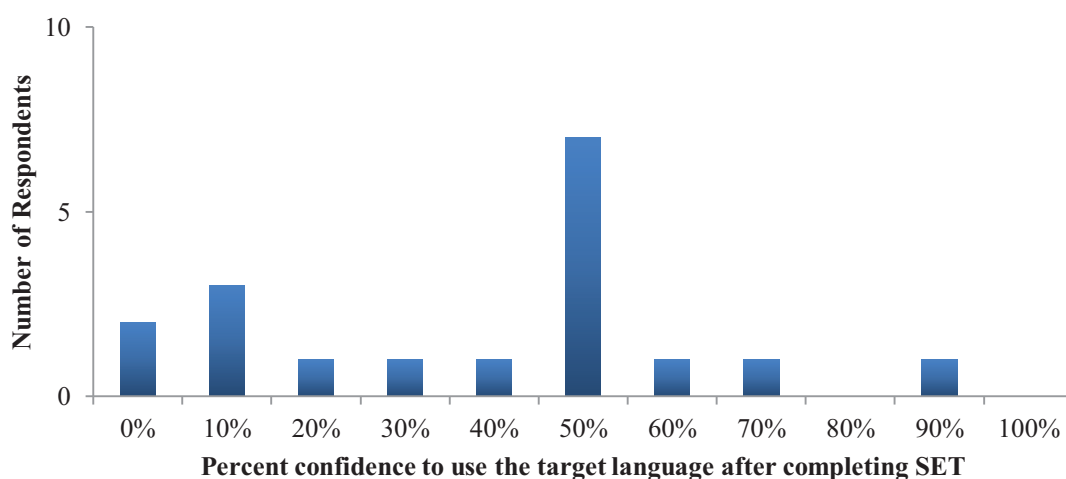
Overall, 55% ( $n = 11$ ) of 10<sup>th</sup> SFG operators maintained their current language proficiency during SET, while 45% ( $n = 9$ ) changed for the better. No operators indicated changing for the worse due to their most recent SET experience (Appendix I, Figure 2, p. 103). Additionally, most 10<sup>th</sup> SFG operators were only 50% confident in their ability to use the target language after completing SET (Appendix I, Figure 3, p. 103).

Appendix I, Figure 2. Language Proficiency Change after Most Recent SET Experience



Note.  $n = 20$ ; 10<sup>th</sup> SFG operator responses only. No 10<sup>th</sup> SFG operator indicated changing proficiency for the worse due to SET.

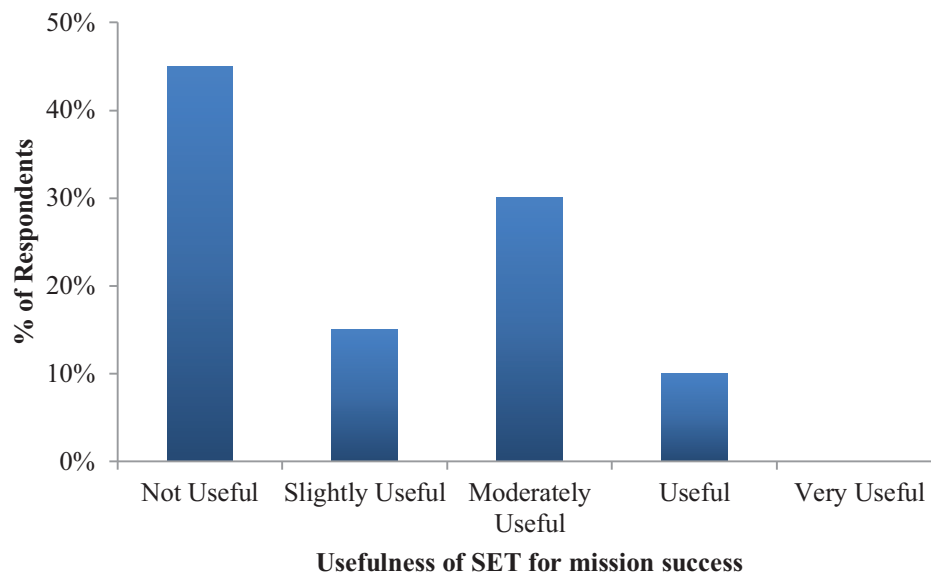
Appendix I, Figure 3. Confidence in Ability to use the Target Language after Completing SET



Note.  $n = 18$ ,  $M = 4.83$ , with 1 = 0% confident to 11 = 100% confident; 10<sup>th</sup> SFG operator responses only.

10<sup>th</sup> SFG operators indicated the usefulness of their most recent SET experience. Most operators indicated that their training was *not useful* or *moderately useful* ( $M = 2.05$ ,  $n = 20$ ; Appendix I, Figure 4, p. 104).

Appendix I, Figure 4. Usefulness of SET for Mission Success



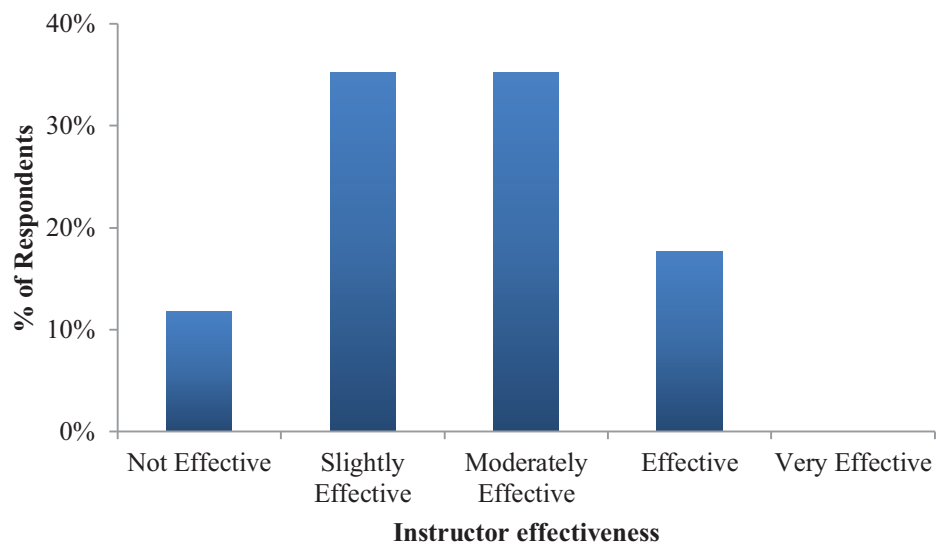
Note.  $n = 20$ ,  $M = 2.05$ .

10<sup>th</sup> SFG operators rated several characteristics of their most recent SET experience (Appendix I, Table 1, p. 105). The instructor was rated the highest ( $M = 2.95$ ,  $n = 19$ ), and the training environment ( $M = 2.10$ ,  $n = 20$ ) was rated the lowest. Additionally, 85% of 10<sup>th</sup> SFG operators whose training experience included instructors, indicated their instructor was *slightly effective* to *moderately effective* ( $M = 2.59$ ,  $n = 17$ ; Appendix I, Figure 5, p. 106).

Appendix I, Table 1. 10<sup>th</sup> SFG Operator Ratings of SET Characteristics (All Training Methods)

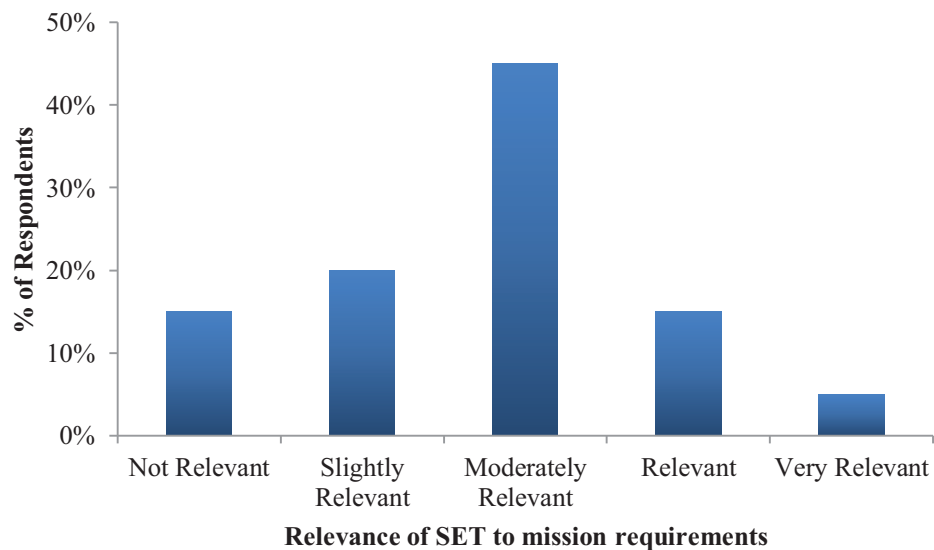
Item	n	Mean	Poor	Fair	Good	Very good	Excellent
Instructor	19	2.95	11%	26%	21%	42%	0%
Course/training	20	2.60	15%	25%	45%	15%	0%
Materials/curriculum	20	2.55	20%	20%	45%	15%	0%
Instructional technology	20	2.35	25%	30%	30%	15%	0%
Training environment	20	2.10	30%	40%	20%	10%	0%

Note. Respondents were presented the following scale: 1 = *Poor*, 2 = *Fair*, 3 = *Good* 4 = *Very good*, and 5 = *Excellent*. Rows may not add to 100% due to rounding error.

*Appendix I, Figure 5. Instructor Effectiveness Ratings*

Note.  $n = 17$ ,  $M = 2.59$ ; 10<sup>th</sup> SFG operator responses only.

10<sup>th</sup> SFG operators indicated the relevance of their curriculum in relation to their mission requirements. Most operators indicated their curriculum was *moderately relevant* to their mission requirements ( $M = 2.75$ ,  $n = 20$ ; Appendix I, Figure 6, p. 106).

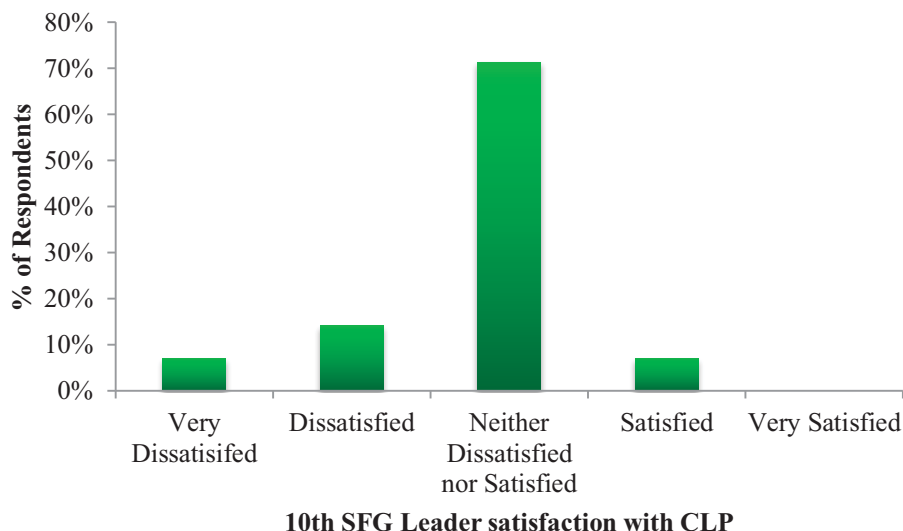
*Appendix I, Figure 6. Relevance of SET Curriculum to Mission Requirements*

Note.  $n = 20$ ,  $M = 2.75$ ; 10<sup>th</sup> SFG operator responses only.

### 10<sup>th</sup> SFG Leader Perspectives on Their CLP

10<sup>th</sup> SFG leaders were asked to rate their overall satisfaction with the quality of their unit's CLP. Seventy-one percent were *neither satisfied nor dissatisfied* with the quality of their CLP (Appendix I, Figure 7, p. 107). Seven percent were *satisfied*, while 21% were either *dissatisfied* or *very dissatisfied* with their CLP. No 10<sup>th</sup> SFG leader indicated being *very satisfied* with their CLP.

Appendix I, Figure 7. 10<sup>th</sup> SFG Leader Satisfaction with the Overall Quality of their CLP



Note.  $n = 14$ ,  $M = 2.79$ .

SOF leaders evaluated individual characteristics of their CLP's language training program at 10<sup>th</sup> SFG (Appendix I, Table 2, p. 108). Similar to SOF operator ratings, instructors were rated the highest ( $M = 3.14$ ,  $n = 14$ ), between *good* and *very good*, and the training environment and instructional technology were tied as the lowest, also between *fair* and *good* ( $M = 2.86$ ,  $n = 14$ ).

Appendix I, Table 2. 10<sup>th</sup> SFG Leader Ratings of CLP Characteristics

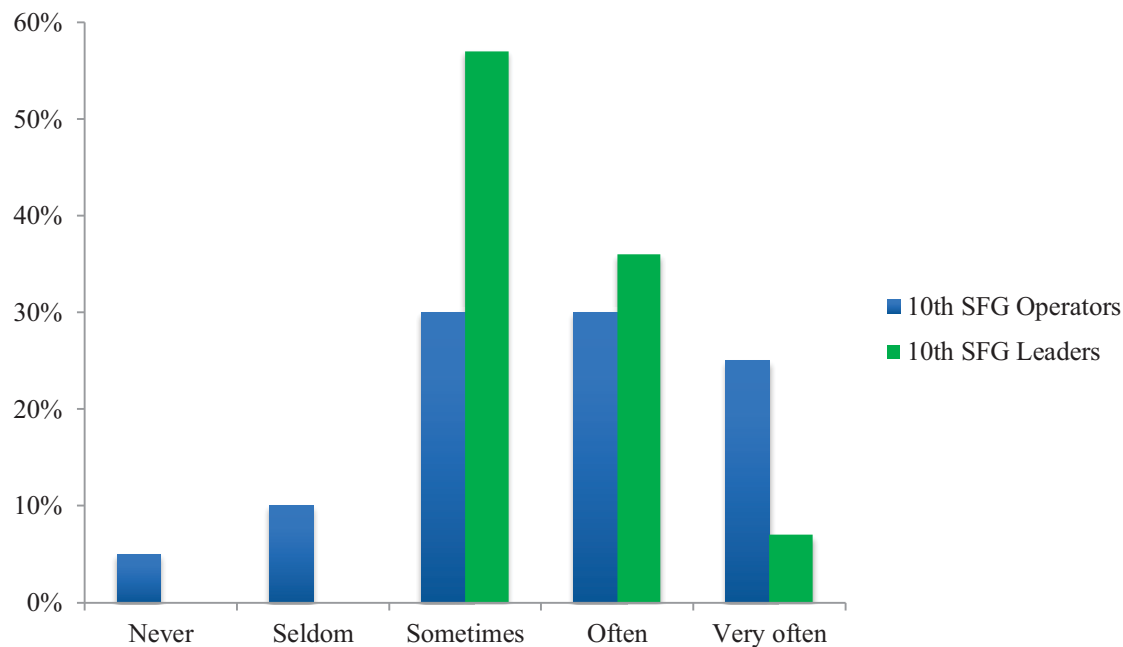
Item	n	Mean	Poor	Fair	Good	Very good	Excellent
Instructors	14	3.14	0%	21%	50%	21%	7%
Resources for self-paced instruction	14	3.00	0%	29%	50%	14%	7%
Materials/curriculum	14	2.93	0%	29%	57%	7%	7%
Training environment	14	2.86	7%	21%	57%	7%	7%
Instructional technology	14	2.86	0%	36%	50%	7%	7%

Note. Respondents were presented the following scale: 1 = *Poor*, 2 = *Fair*, 3 = *Good* 4 = *Very good*, and 5 = *Excellent*. Rows may not add to 100% due to rounding error.

*Removal from Language Training*

10<sup>th</sup> SFG operators and leaders reported how often 10<sup>th</sup> SFG operators were removed from language training to perform other tasks and duties (Appendix I, Figure 8, p. 109). 10<sup>th</sup> SFG leaders indicated that their operators are removed between *sometimes* to *often* ( $M = 3.50$ ,  $n = 14$ ), which is similar to 10<sup>th</sup> SFG operators ( $M = 3.60$ ,  $n = 20$ ).

*Appendix I, Figure 8. 10<sup>th</sup> SFG Operator and 10<sup>th</sup> SFG Leader Perspectives of 10thSFG Operators Being Removed from Language Training to Perform Other Tasks/Duties*



*Note.* 10<sup>th</sup> SFG operator  $n = 20$ ,  $M = 3.60$ ; 10<sup>th</sup> SFG leader  $n = 14$ ;  $M = 3.50$ .

### *Open-Ended Comments*

10<sup>th</sup> SFG operators and leaders provided comments about their SET. Leaders ( $n = 14$ ) provided more comments than operators ( $n = 9$ ).

10<sup>th</sup> SFG operators provided feedback relating to their most recent SET experience. Appendix I, Table 3, p. 110 presents comment code frequencies with exemplar comments (see Appendix J for comment code definitions). Most 10<sup>th</sup> SFG operators offered suggestions for improving their CLP/SET, including more immersion training and more command emphasis (Appendix I, Table 4, p. 111). Additionally, a couple of comments concerned the lack of accessibility and time set aside for language training.

*Appendix I, Table 3. Exemplar 10<sup>th</sup> SFG Operator Comments*

<b>Negative comments about CLP/SET (<math>n = 3</math>)</b>
Not enough time to train/time to attend CLP/SET
<i>"we were pulled from the training on several different occasions for taskings or other requirements"</i>
<b>Suggestions for CLP/SET improvement (<math>n = 8</math>)</b>
Provide immersion training
<i>"Immersion training in a country which speaks the target language. This way, there is a sink or swim method to learning the language. Also, colloquial speech will be improved."</i>
Other suggestions
<i>"A four-week sustainment once a year, or once every three years just isn't enough when we haven't fully grasped the language. SF Operators need more time at the beginning of their training to achieve a greater grasp of the language. Once they have this grasp, then sustainment training will probably work--until then it is nothing more than four weeks of remembering everything you have forgotten in the past year or two."</i>

*Note.* No 10<sup>th</sup> SFG operator provided positive comments about their CLP/SET.

10<sup>th</sup> SFG leaders also provided comments about the best aspects of their CLP and what aspects they would want to change (see Appendix J for comment code definitions). The most common positive comments were about the facilities and physical location of the CLP (Appendix I, Table 5, p. 112). The most frequent comments suggesting improvement and changes to their CLP were to provide more time for training and more command emphasis.

Appendix I, Table 4. 10<sup>th</sup> SFG's Comment Theme Frequencies

	Overall	Operators	Leaders
<b>Positive comments about CLP/SET</b>			
CLP/SET is available/accessible/flexible	5	0	5
Materials/resources	4	0	4
Addresses unit/operator needs/goals (e.g., dialect, modalities, grammar, vocabulary)	2	0	2
General positive comment about CLP/SET (e.g., overall training quality; it's good that they even have a program)	2	0	2
Class/group size was small	1	0	1
Command emphasis on language in the CLP	1	0	1
Comments about instructors	1	0	1
No suggested changes to CLP/SET	1	0	1
<b>Negative comments about CLP/SET</b>			
Not enough time to train/time to attend CLP/SET	4	2	2
Facilities (including physical location)	1	1	0
General negative comment about CLP/SET	1	0	1
<b>Suggestions for CLP/SET improvements</b>			
Other suggestions	4	2	2
Provide immersion training	4	2	2
More command emphasis (e.g., command protects training time)	3	2	1
Suggestions for providing more time for CLP/SET opportunities	3	0	3
Better facilities/study environment	1	0	1
Better resources/technology/materials	1	0	1
Change training focus (e.g., vocabulary, modalities) to cater to SOF operator needs	1	1	0
Command accountability (e.g., tracking sheet, operators' proficiency scores reflection of command performance)	1	1	0
Focus on languages used in current outside AOR deployment locations	1	0	1
Integrate language training with other training	1	0	1
Offer sustainment opportunities/materials at varying proficiency levels (e.g., beginner, intermediate, advanced)	1	0	1
Remove distracters (e.g., don't allow operators to be pulled out of training)	1	0	1
Train SOF operators in their official or required AOR language	1	0	1

*Note.* Some comments contained multiple themes. Therefore, the total number of codes assigned may be greater than the total number of comments.

Appendix I, Table 5. Exemplar 10<sup>th</sup> SFG Leader Comments

<b>Positive comments about CLP/SET (n = 17)</b>
CLP/SET is available/accessible/flexible
<i>"Flexibility to fit the training needs and schedule of the unit."</i>
Class/group size was small
<i>"Small group sizes."</i>
<b>Negative comments about CLP/SET (n = 3)</b>
Not enough time to train/time to attend CLP/SET
<i>"I don't know - it's been seven years since I've attended one. The OIF rotations come too closely together to allow for CLP to be conducted."</i>
<b>Suggestions for CLP/SET improvement (n = 15)</b>
Train SOF operators in their official or required AOR language
<i>"Train to sustain individuals in their target language they are responsible for and not another language."</i>
Better resources/technology/materials
<i>"More deployable study materials."</i>

## APPENDIX J: COMMENT CODE DEFINITIONS

SOF operators provided comments in response to the following prompt:

- *Please provide any specific feedback you have related to improving SET.*

SOF leaders provided comments in response to the following prompts:

- *What is the best aspect of your CLP?*
- *What one aspect would you want to change the most regarding your CLP?*

All comments were content analyzed and common themes extracted. The resulting themes are provided below, with a definition of each theme and verbatim exemplar comments that illustrate the theme. For more information about this study's content analysis process, please refer to the *Methodology Report* (Technical Report # 2010011002). Focus group comments were analyzed using different themes; please refer to the *Methodology Report* for more information.

Note: Exemplar comments are presented verbatim and are uncorrected for spelling and other mistakes.

### **Positive comments about CLP/SET**

- Materials/resources
  - Definition: Respondent references a positive aspect of the language learning materials and/or resources provided by his/her unit's CLP/SET.
    - "The current civilian coordinator takes her job seriously and makes every effort to ensure that unit personnel get access to the best resources available..."
    - "...there are ample resources to sustain and enhance proficiency."
- Funding
  - Definition: Respondent makes reference to his/her unit's CLP having sufficient funds.
    - "We have recently received more funding for language immersion training."
    - "fairly well funded..."
- Facilities (including physical location)
  - Definition: Respondent provides a positive comment about the language facility itself and/or its location or proximity to the unit.
    - "...within walking distance to three of our four battalions."
    - "Proximity to the unit. Great facilities."
- CLP/SET is available/accessible/flexible
  - Definition: Respondent indicates that his/her unit's CLP/SET is available, accessible, and/or flexible in scheduling for language training.
    - "Inside the unit -- based at the BN. Makes it easily accessible for soldiers."
    - "Availability and access to the command is good."
    - "Flexibility to fit the training needs and schedule of the unit."
- Addresses unit/SOF operator needs/goals (e.g., dialect, modalities, grammar, vocabulary)
  - Definition: Respondent indicates his/her unit's CLP/SET addresses SOF operators' needs and/or goals, including dialect, modality, grammar, and vocabulary needs.

- “The CLP tailors the language training to the needs of the individual element or SM.”
- Comments about instructors
  - Definition: Respondent provides a positive comment about instructors and his/her knowledge, skills, and/or abilities to help SOF operators learn language.
    - “The instructors and the support that they provide in translation and practice with military terms that confuse even native speakers.”
    - “A strong instructor that is truly concerned about providing language training and cultural application of language.”
    - “The instructors at the facilities are very motivated and helpful.”
- Scheduled/protected time for training
  - Definition: Respondent indicates that his/her unit’s CLP/SET provides scheduled, protected, language training time, and/or incorporates language into the regular training schedule.
    - “That the CLP is set in the training schedule and that you know each week training is on a set day at a set time.”
    - “It’s on the training schedule.”
- Tutoring/one-on-one instruction available
  - Definition: Respondent indicates that his/her unit’s CLP/SET has adequate availability and/or option for one-on-one tutoring or small group instruction for language training.
    - “The chance to have small-group tutoring/instruction”
    - “The one on one tutoring that is available”
- Command emphasis on language in the CLP
  - Definition: Respondent indicates their command emphasizes language training and/or language SET.
    - “command focus at the BN level has enhanced the time/resources in FY09”
    - “There has been a recent improved emphasis”
- Class/group size was small
  - Definition: Respondent indicates that the unit’s CLP/SET provides small class sizes for language training.
    - “Small group sizes.”
- Management/staff/administration
  - Definition: Respondent references a positive aspect of the CLP/SET relating to its management and administration.
    - “MARSOC language program coordinator is outstanding. She has instituted a program from scratch which competes with anything else on the street.”
- General positive comment about CLP/SET (e.g., overall training quality; it’s good that they even have a program)
  - Definition: Respondent provides a general positive comment about his/her unit’s CLP/SET that cannot be classified into any other comment code.
    - “It at least provides some language training.”
    - “That it happens. I am a strong supporter of SOFTS!”
    - “Allows the soldier to improve or refresh language abilities”

- No suggested changes to CLP/SET
  - Definition: Respondent provides no suggested changes to his or her unit's CLP/SET for improvement.
    - "None"
    - "Nothing"
- Other (not related to CLP/SET)
  - Definition: Respondent provides a positive comment relating to his or her unit's CLP/SET that is not reflected in any other code.
    - "The training is as good as the person taking the training makes it."

### ***Negative comments about CLP/SET***

- Facilities (including physical location)
  - Definition: Respondent provides a negative comment about the language facility itself and/or its location or proximity to the unit.
    - "Facilities. Current CLP facility is a nest of trailers that are well worn and indicative of the leadership's view of the NSW language program as an "after thought"."
- Not enough time to train/time to attend CLP/SET
  - Definition: Respondent indicates his or her unit's CLP/SET has inadequate availability, accessibility, and/or scheduling flexibility for language training. This includes comments that language training is not accessible due to OPTEMPO.
    - "work simply does not stop just because language training is conducted. Jumps, meetings, VTCs, planning, and briefs sometimes take priority."
- Comments about instructors
  - Definition: Respondent provides a negative comment about instructors and their lack of knowledge, skills, and/or abilities to help SOF operators learn their language.
    - "Instructor lack of knowledge of English hindered the learning process."
- Lack of command emphasis
  - Definition: Respondent indicates their command lacks emphasis on language training and/or language SET.
    - "Lipservice is paid to supporting language training but the fact is that everything else take priority."
- Class/group sizes are too large
  - Definition: Respondent indicates that the unit's CLP/SET provides class sizes that are too large for language training.
    - "...Classes with larger numbers are not as effective unless they are over a longer period of time."
- Management/staff/administration
  - Definition: Respondent indicates a negative aspect of the CLP/SET relating to its management and administration. This includes instances of other management interfering with his/her unit's CLP functioning.
    - "...Extreme oversight (micro-management) occurs far too often on daily activities, and this oversight is usually poorly planned causing second and third

order effects of wasted time, duplication of effort, and last minute crisis response.”

- Training was not at the appropriate proficiency level (e.g., too easy or too difficult) or did not address SOF operator needs
  - Definition: Respondent indicates the training was not at the appropriate level for the SOF operator to maintain or enhance their language skills. For example, the learning materials were either too easy or too difficult for the trainee.
    - “It was below my level.”
- Focused on required or official AOR language/did not provide training for languages used in current outside AOR deployment locations
  - Definition: Respondent indicates the training did not provide language training for current, outside AOR deployment locations, but instead the training focused on official or required AOR languages.
    - “Not trained in deployment language”
    - “training in a language im not currently going to be using in our AO”
- General negative comment about CLP/SET
  - Definition: Respondent provides a general negative comment about his or her unit’s CLP/SET that is not reflected in any other comment code.
    - “I felt proficient prior to conducting the training.”
- Other (not related to CLP/SET)
  - Definition: Respondent provides a general negative comment about something not specifically related to his or her unit’s CLP/SET program.
    - “Korean is not widely used in the war on Terrorism.”
    - “Training to take the DLPT is different than training to use your language for interaction with other people. DLPT is more formal, structured, and almost at a college level test.”

### ***Suggestions for CLP/SET improvement***

- Focus on languages used in current outside AOR deployment locations
  - Definition: Respondent suggests focusing on languages that are spoken in current outside AOR deployment locations and/or not focusing on official or required AOR languages.
    - “focus sustainment/enhancement on target area of deployment, not target language assigned.”
    - “Needs to be the language of your deployed AOR. We have no Pashto speakers.”
- More command emphasis (e.g., command protects training time)
  - Definition: Respondent suggests more command emphasis and/or protected training time mandated by the command.
    - “Group and Battalion Command Emphasis to perform language training.”
    - “Must be enforced from Group Commander on down and fenced for attendance.”
- Offer sustainment opportunities at varying proficiency levels (e.g., beginner, intermediate, advanced)

- Definition: Respondent indicates the need for sustainment opportunities and materials at different proficiency levels (i.e., beginner to advanced) to cater to each SOF operator's needs.
  - "Course are more designed for beginners and support personnel, advance courses need to be provided to maintain and improve capability of senior members."
  - "More time with area specific language while also adding more advanced language worksheets for the Soldier to practice"
- Command accountability (e.g., tracking sheet, SOF operators' proficiency scores reflection of command performance)
  - Definition: Respondent suggests their command be held accountable and responsible for their SOF operators' language proficiency.
    - "[Language training] needs to be a PMT event just like any other, with goals, standards and support from the command."
- Provide immersion training
  - Definition: Respondent suggests that SOF operators attend immersion training to maintain and/or improve their current language skills and/or proficiency.
    - "Some portion of the training **MUST BE CONDUCTED** within the target country, either at a local university or else at a dedicated language training facility. Language immersion training **MUST OCCUR**; no other training even comes close."
    - "Immersion training in a country which speaks the target language. This way, there is a sink or swim method to learning the language. Also, colloquial speech will be improved."
- Suggestions for providing more time for CLP/SET opportunities
  - Definition: Respondent suggests more opportunities to train, more time for training, or more opportunities to maintain or enhance their current proficiency levels.
    - "allow more time in these training sustainments inorder to see results"
    - "The CLP is a fairly low priority as it applies to the Daily Taskings, Short/ No notice missions, and other training requirements. A specific pre-deployment or routine consolidated language training event needs to be formulated, as opposed to one half day a week being identified to conduct self paced learning."
- Change training focus (e.g., vocabulary, modalities) to cater to SOF operator needs
  - Definition: Respondent provides suggestions about the content that should be included in training to customize to SOF operator needs.
    - "Needs to be tailored to two revenues; elder meetings and CQB commands. With only one week to learn a new language, there is no need to go over grammer, just teach me what I need to know to 1) build some rapport and 2) stay alive."
    - "We concentrate mostly on formal language, and that is important for meetings with officials and officers. However, local slang speach is mission critical in understanding what is said around you. It's important for both so that we can speak and listen to the level required for any environment that we are put into..."
- Hire more instructors
  - Definition: Respondent suggests hiring more language instructors.

- “Have more instructors so more teams can go to the language lab at the same time”
- Hire better quality instructors/tutors/native speakers
  - Definition: Respondent suggests hiring higher-quality instructors, tutors, or native speakers for language training
    - “the problem with our language lab instructors is that they are not "teachers" they are just people who know the language really well. We need individuals who are teachers and have detailed knowledge of the language. For instance my instructor was born in Iran, and had a 20+ year career in the US military. He is a terrible teacher, he just happens to be fluent in the language.”
    - “Get better instructors. They often come to class unprepared, sometimes with irate or snide attitudes and often people get criticized about their language speaking abilities instead of trying to improve upon them. You get 30 people sitting around a table talking about where we grew up and how to say our name as opposed to actually trying to improve our language speaking abilities. No one looks forward to language lab days.”
- Remove distracters (e.g., do not allow SOF operators to be pulled from training)
  - Definition: Respondent suggests removing other distractions that get in the way of effectively learning their language.
    - “Fewer interruptions in training would improve training outcomes.”
    - “Minimize training distracters and extra curricular requirements. Let the Soldier focus on learning the language.”
- Better facilities/study environment
  - Definition: Respondent suggests improvement of the language facility or study environment.
    - “Improve the facility itself. It's the most run down, poorly designed, poorly adapted, least attractive environment in which to study. Ill-suited to successful instruction.”
    - “Better training materials (DVDs, Rossetta Stone, etc) in a larger classroom/facility to accommodate more than 10 personnel at a time...”
- More funding
  - Definition: Respondent indicates the need for more funding for language training in general or for his/her unit.
    - “Give them the money they need to keep their shops open. They are vital to linguists in SOF units.”
    - “Investment in the groups CLP would benefit from a facility and training assets on par with those available to one of the SF groups. Especially considering the Global mission the PSYOP group has.”
- Restrict training opportunities to motivated personnel
  - Definition: Respondent suggests that only individuals who are motivated to learn their language should attend language training.
    - “LIMIT IT TO PERSONNEL WITH THE RIGHT DESIRE AND APTITUDE.”
- Better resources/technology/materials

- Definition: Respondent suggests better language learning resources, technology, and/or materials for language training.
  - “Increase the technology available for language training.”
  - “Better resources for the uncommon languages present in the unit...”
- Smaller classes/study groups
  - Definition: Respondent indicates the need for smaller classes and/or study groups.
    - “...provide more small-group instructors for smaller Instructor-Student Ratio (1-to-4 being best)”
    - “Immersion training should be done in small groups. It is hard to immerse yourself with 20 other soldiers. Also, the classroom portion of immersion training should be done in classes with no more than three soldiers. Classes with larger numbers are not as effective unless they are over a longer period of time. The soldier does not learn much without more individual training over only 4 weeks...”
- Integrate language training with other training
  - Definition: Respondent suggests incorporating language training with other training. This includes using the target language in daily activities/routines while performing other tasks and training.
    - “It would be interesting to have instructors go to the work areas of Soldiers and use their language skills with them while they do their daily duties.”
    - “Language training should be 24/7 as part of regular training”
- Offer formal instruction (e.g., DLI, college) or other off-site training (away from unit)
  - Definition: Respondent suggests conducting language training at a location away from the unit and/or offering formal instructional programs.
    - “deploy personell tdy away from command for training”
- Provide incentive (e.g., money, promotional points)
  - Definition: Respondent suggests providing SOF operators with incentive and/or recognition for reaching language proficiency standards.
    - “...4. Recognition for personnel scoring 2,2 and better(i.e: letters of appreciation)”
- Other suggestions
  - Definition: Respondent offers suggestions not reflected in the other comment codes.
    - “Work hard and put forth the evort”

**Other**

- Definition: Respondent provides a comment that is not related to the topic.
  - “see previous responses”

**APPENDIX K: COMMENT THEME FREQUENCIES***Appendix K, Table 1. Comment Theme Frequencies*

	Overall	Operators	Leaders
<b>Positive comments about CLP/SET</b>			
Availability/accessibility/scheduling flexibility (time)	50	1	49
Comments about instructors	45	7	38
General positive comment about CLP/SET (e.g., overall training quality; it's good that they even have a program)	42	9	33
Materials/resources	35	1	34
Facilities (including physical location)	26	1	25
No suggested changes to CLP/SET	17	1	16
Management/staff/administration	16	0	16
Addresses unit/operator needs/goals (e.g., dialect, modalities, grammar)	14	5	9
Tutoring/one-on-one instruction available	9	1	8
Command emphasis on language in the CLP	4	0	4
Funding	3	0	3
Scheduled/protected time for training	3	0	3
Class/group size was small	2	1	1
Other (not related to CLP/SET)	1	1	0
<b>Negative comments about CLP/SET</b>			
Availability/accessibility/scheduling flexibility (time)/Time not set aside for training or not enough time to train	43	20	23
General negative comment about CLP/SET	20	8	12
Focused on required or official AOR language/did not provide training for languages used in current deployment locations	19	17	2
Other (not related to CLP/SET)	8	8	0
Lack of command emphasis	6	1	5
Management/staff/administration	5	4	1
Facilities (including physical location)	4	1	3
Training was not proficiency-level appropriate (e.g., too easy or too difficult) or did not address operator needs	3	3	0
Comments about instructors	3	1	2
Class/group size are too large	2	1	1
Materials/resources	2	0	2

*Note.* Some comments contained multiple themes. Therefore, the total number of codes assigned may be greater than the total number of comments.

*Appendix K, Table 1 (continued). Comment Theme Frequencies*

<b>Suggestions for CLP/SET improvements</b>			
Provide time/opportunity to train (includes better availability, flexibility)	<b>62</b>	15	47
More command emphasis (e.g., command protects training time)	<b>34</b>	8	26
Provide immersion training	<b>28</b>	13	15
Change training focus (e.g., vocabulary, modalities) to cater to SOF operator needs	<b>16</b>	11	5
Other suggestions	<b>16</b>	8	8
Remove distracters (e.g., don't allow SOF operators to be pulled out of training)	<b>16</b>	5	11
Better resources/technology/materials	<b>13</b>	1	12
Better facilities/study environment	<b>12</b>	2	10
Hire more instructors/tutors/native speakers	<b>12</b>	1	11
Focus on languages used in current outside AOR deployment locations	<b>11</b>	6	5
Hire better quality instructors/tutors	<b>10</b>	5	5
Offer sustainment opportunities/materials at varying proficiency levels (e.g., beginner, intermediate, advanced)	<b>9</b>	3	6
More funding	<b>6</b>	2	4
Smaller classes/study groups	<b>4</b>	1	3
Integrate language training with other training	<b>4</b>	1	3
Command accountability (e.g., tracking sheet, operators' proficiency scores reflection of command performance)	<b>3</b>	1	2
Train operators in their official or required AOR language	<b>3</b>	0	3
Restrict training opportunities to motivated personnel	<b>2</b>	1	1
Offer formal instruction (e.g., DLI, college) or other off-site training (away from unit)	<b>2</b>	1	1
Provide incentive (e.g., money, promotional points)	<b>2</b>	1	1
<b>Other</b>			
Not relevant	<b>9</b>	7	2

*Note.* Some comments contained multiple themes. Therefore, the total number of codes assigned may be greater than the total number of comments.